



**Pravara Rural Education Society's**  
**Arts, Science and Commerce College,**  
**Kolhar Tal. Rahata, Dist.- Ahmednagar- 413710**  
Affiliated to Savitribai Phule Pune University, Pune

**Self Study Report: 2023 (2<sup>nd</sup> Cycle)**



**Criteria -1**  
**Curricular Aspects**

**Key Indicator: 1.3**  
**Curriculum Enrichment**

**Metric: 1.3.1 (QIM)**

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum



**Submitted to**  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**BENGALURU**

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LOKNETE DR. BALASAHEB VIKHE PATIL  
(PADMA BHUSHAN AWARDEE)  
PRAVARA RURAL EDUCATION SOCIETY

**ARTS, SCIENCE & COMMERCE COLLEGE  
KOLHAR**

Tal. Rahata, Dist. Ahmednagar, Pin - 413 710  
NAAC Accredited at 'A' Grade with CGPA 3.10

**1.3.1.- Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

**1. List of Courses includes Cross Cutting Issues**

Sr. No.	Crosscutting issues	Programme	Class	Subject	Name of the Course	Unit/Topic	Outcome
1	Professional Ethics	B.A.	SYBA	Marathi	Prakashan Vyavahar V Sampadan	Prakashan Vyavahar V Sampadan	Professional values in Publication
		B.Com.	FYBCom	Commerce	Computer concept& Application ethical issues and cyber law	Computer concept& Application ethical issues and cyber law	Ethical Issues and cyber law awareness
		M.Com.	M.Com.-I and II	Commerce	Management Accounting	Management Accounting	Describe concept and types of responsibility centre accounting for management
				Business Administration	Business Ethics and Professional Values	Business Ethics and Professional Values Indian Ethical Practices	Students identify concept of business ethics, profession and values. Summarize concept of Corporate Social Responsibility
		Certificate Course	All Class	Certificate Course	Certificate Course in Share Marketing	Capital Market and its Operation	Students gain knowledge about legal framework and regulation of capital market
					Certificate Course in Rural Journalism	वृत्तपत्रे व्यवस्थापन पत्रकारिता मुलतत्वे व नीतीमुल्ये	वृत्तपत्रे व्यवस्थापन ज्ञान मिळते पत्रकारिता मुलतत्वे व नीतीमुल्ये यांची शिकवण मिळते
2	Gender	B.A.	FYBA	Hindi	Vaiklpik Hindi Sahityavividha -Katha	Vaiklpik Hindi Sahityavividha -Katha	Discussion on Suppression of women in male dominated society

							Focus on Problems related with tribal woman
				Political Science	Introduction To Indian Constitution	Philosophy of Indian Constitution Fundamental Rights Fundamental Duties	Discussion on the Fundamental Rights of Indian citizens
			SYBA	Marathi	Madhyayugin Marathi sahitya Nivdak Madha Yugin gadya padya	Madhyayugin Marathi sahitya Nivdak Madha Yugin gadya padya	Medieval Marathi Literature shows the life values like equality and humanity.
				Hindi	Hockey Khelti Ladkiyan	Hockey Khelti Ladkiyan	Create awareness about Gender Equity
				English	Discipline Specific Course (DSE-1A)	Arms and the Man by George Bernard Shaw	Gender Sensitivity
				Political Science	Introduction To Political Ideologies	Feminism	Meaning , nature of feminism Feminism in India
			TYBA	English	Compulsory English (2013 & 2019 Pattern )	Shakespeare's Sister -Virginia Woolf	Gender Sensitivity
					DSE 1C,1D : Appreciating Novel (Pattern 2019)	The painter of signs- R.K.Narayan	Themes like equality, fraternity, freedom, nature, human emotions, honesty and cooperation are discussed in
			FYBA	Compulsory English	Compulsory English	On Saying 'Please'- A.G. Gardiner	Changing human values
				History	Early India: From Prehistory to the Age of the Mauryas	Vedic Culture, Religious Protest: Jainism and Buddhism	Interdisciplinary approach , Patriotism , Inspiration
			SYBA	Political Science	Introduction To Political Ideologies	Nationalism Democratic Socialism	Students aware the indian nationalism, Democracy and



						Gandhism Phule -Ambedkarism	Thoughts of Mahatma Gandhi, Jyotiba Phule. Dr. B. Ambedkar
				Marathi	Aadhunik Marathi sahitya	Prakashwata	Describes the life values such as humanity, fraternity, love and universal benevolence.
				History	History Of Maratha's 1630-1707	History of Maratha's 1630-1707	Patriotism , Inspiration
			TYBA	Compulsory English	Compulsory English	God See the Truth but waits- Leo Tolstoy	Changing human values
				Marathi	Madhyayugin Marathi Vangmayacha Sthul Itihas	Madhyayugin Marathi Vangmayacha Sthul Itihas	Universal fraternity, compassion, love and truth are seen in the philosophy of Mahanubhav and Warkari sect
				History	Indian National Movement	Rise and Growth of Indian Nationalism	It will increase the spirit of healthy Nationalism, Democratic Values and Secularism among the Students.
		B.A./ B.Com./ B. Sc.	All UG 1 <sup>st</sup> year	Democracy	Democracy, Election and Governance	Democracy Decentralization	Students aware about Concept of Democracy and Political System of India
		M.Com.  M. Sc.	M.Com.- I & II  M. Sc.- I & II	Commerce  Chemistry	Human Rights and Duties	Human Values Dignity Liberty Equality Justice Unity in Diversity Ethics and Morals	Students are educated to respect, protect and support human rights, tolerance and peace building
					Introduction To Constitution	Philosophy of Indian Constitution Fundamental Rights Fundamental Duties	Students understand the importance of fundamental rights as well as fundamental duties
4	Environment and Sustainability	B.A.	FYBA	Geography	Physical Geography & Human Geography		Students aware regarding Environmental issues and its causes & effects

			SYBA	Geography	Environmental Geography	Introduction to Environmental Geography Ecosystem Biodiversity and its conservation Environmental Pollution	Students aware regarding Environment, Types Ecosystem Biodiversity values, Environmental Pollution
		B.Sc.	SYBSc	Botany	Plant life and utilization I & II	Plant Diversity, Cryptogams, Phanerogams and their uses	Students get general information of plant kingdom/ Diversity
			SYBSc	Zoology	General Features of kingdom Animalia	General characters, Grades of organization, Symmetry.	The student knows his role in nature as a protector, preserver and promoter of life which he has achieved by learning, observing and understanding life.
			TYBSc	Chemistry	Environmental Chemistry	Hydrosphere and Water Pollution Water pollution and treatment methods	Students aware about stages of hydrological cycle and chemical composition of water bodies.
		Certificate Course	All class	Zoology	Certificate Course in Vermi compost	Vermitechnology Vermiculture and Vermi composting	Students get knowledge to produce good quality of Vermicompost and acquire skills for entrepreneurship.
		B.A./ B.Com./ B. Sc.	All UG 2 <sup>nd</sup> year	Environmental Studies	Environmental Studies	Natural Resources Environmental Pollution Human Community and Environment	Students aware regarding Environment, Types Environmental Pollution

## **2. List of Co- curricular and Extra-curricular Activities/programmes integrates Cross Cutting Issues**

Sr. No.	Crosscutting issues	Name o the Department/Cell	Name of the Activity /Programme
2	Gender	Women Empowerment Cell, N.S.S.	<ul style="list-style-type: none"> <li>• Celebration of International Women's Day</li> <li>• Lecture on Women Empowerment (2018-19)</li> <li>• Lecture on Laws for Women (2018-19, 2020-21)</li> <li>• My Mother in my college (2019-20)</li> <li>• Rangoli Competition (2019-20)</li> <li>• Poster Presentation on Female Feticide (2019-20)</li> <li>• Personality Development Programme for girl Student (2019-20)</li> <li>• Rallies organised on to create awareness about various issues viz.,</li> <li>• Female Feticide, Women Rights, Domestic Violence</li> </ul>
3	Human Values	Women Empowerment Cell, N.S.S., Student Development Department	<ul style="list-style-type: none"> <li>• AIDS Awareness Programme</li> <li>• Awareness- Poster Presentation</li> <li>• Blood Donation Camp</li> <li>• Workshop on Relevance of Gandhian Thought in Contemporary Society</li> </ul>
4	Environment and Sustainability	N.S.S., Student Development Department	<ul style="list-style-type: none"> <li>• NSS Vaari Abhiyaan Apati Vyavasthapan (2019-20)</li> <li>• Institute has best practice Eco-friendly Shree Ganesh Festival and Immersion.</li> <li>• Workshop organized on Awareness of Renewable Energy Sources</li> <li>• Two days seminar organized on Green technology for sustainable development</li> <li>• Awareness of Farmers for Soil Structure and crops pattern (2019-20)</li> </ul>



  
**PRINCIPAL**  
 Arts, Science & Commerce College  
 Kolhar, Tal. Rahata, Dist. Ahmednagar.

## द्वितीय वर्ष कला (S. Y. B. A.)

कौशल्याधिष्ठित अभ्यासक्रम

पहिले सत्र

विषयाचे नाव

प्रकाशनव्यवहार आणि संपादन [SEC 2 A (2)]

### अभ्यासक्रमाची उद्दिष्टे :

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

घटक	तपशील	श्रेयांक	तासिका
१	१ प्रकाशन संस्था : स्वरूप, कार्यप्रणाली, कॉपीराईट कायद्याची तोंडओळख, ग्रंथविक्री, वितरण, जाहिरात, वाचकसंवाद.	१	१५
२	२ ग्रंथनिर्मिती प्रक्रिया, ग्रंथ प्रकार : ललित, माहितीपर, शास्त्रीय, संदर्भग्रंथ इ.; ३ ग्रंथनिर्मिती : संहिता संपादन, संपादकीय संस्कार, लेखक संवाद, मुखपृष्ठ, मुद्रणप्रत, छपाई, ग्रंथ बांधणी.	१	१५
२	१ मुद्रितशोधन : लेखनविषयक नियम, मुद्रितशोधन खुणा, विरामचिन्हे, अवतरणे, संक्षेप, मजकुराची मांडणी, चित्र रेखाटन योजना, सूची, संदर्भग्रंथसूची, परिशिष्टे, दर्शनीय स्वरूप, आकार.	१	१५

### संदर्भ ग्रंथ :

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

**Revised syllabi (2019Pattern) for three years F.Y. B. Com. Degree course (CBCS)**

**Semester: I**

**Computer Concepts and Application - I**

**Course Code – 114 (B)**

**No. of Credits :- 03**

**Objective:**

1. To make the students familiar with Computer environment.
2. To make the students familiar with the basics of Operating System and business communication tools.
3. To make the students familiar with basics of Network, Internet and related concepts.
4. To make awareness among students about applications of Internet in Commerce.
5. To enable make awareness among students about e-commerce and M commerce.

**Unit 1 Introduction to Computer and Operating system**

**[12]**

**Introduction to Computer**

Definition, Block Diagram, Computer Hierarchy, (Classification),  
Characteristics of Computer

**Computer System Hardware**

Computer Memory  
Input and Output Devices

**Definition – Software**

Software Types - System Software, Application Software

**Definition of Operating System**

Types of Operating Systems,  
Functions of Operating Systems

**Working with Windows Operating System:**

Introduction, The Desktop, Structure of Windows, Windows Explorer, File and Folder Operations, The Search, The Recycle Bin, Adding or Removing New Programs using, Control Panel, Applications in windows (Paint, Notepad, WordPad, and Calculator)

### **Introduction to Free and Open Source Software**

**Definition of Computer Virus**, Types of Viruses, Use of Antivirus software.

## **Unit 2 Office automation tools**

**[12]**

Definition of Information Technology (IT)  
Benefits of Information Technology (IT)  
Applications of Information Technology (IT)

### **Office automation tools**

**MS-Word:** Introduction, Starting MS-Word, MS-Word Screen and its Components, Elementary Working with MS-Word

**MS-Excel:** Introduction, Starting MS-Excel, Basics of Spread sheet, MS-Excel Screen and Its Components, Elementary Working with MS-Excel

**MS-PowerPoint:** Introduction, Starting MS-PowerPoint, Basics of PowerPoint, MS-PowerPoint Screen and Its Components, Elementary Working with MS PowerPoint

**Data Processing:** Files and Records, File Organization (Sequential, Direct/Random, Index )

## **Unit 3 Introduction to Computer Network**

**[12]**

Introduction  
Importance of Networking  
Computer Network (LAN, WAN, MAN)

Network Components (Hub, Switch, Bridge, Gateway, Router, Modem)



Network Topology, Wireless Network  
Internet and Internet application  
Introduction, Internet evolution, Working of Internet, Use of Internet

Overview of World Wide Web (Web Server and Client)  
Introduction to Search engine and Searching the Web, Downloading files, Introduction to Web Browsers, Working with E-mail (creation and use of the same)

Introduction to Internet Security  
Security, Privacy, Ethical Issues & Cyber Law

## **Unit 4 Computer applications in Commerce**

**[12]**

### **Computer Applications in Business – Need and Scope**

Computer Applications in various fields of Commerce:  
Personnel Administration, Accounting, Cost and Budgetary Management, Purchasing, Banking, Insurance and Stock-broking, e-governance

### **E-Commerce**

Defining e-Commerce, Main Activities of Electronic Commerce, Benefits of E-Commerce; Broad Goals of Electronic Commerce; Main Components of E-Commerce; Functions of Electronic Commerce – Communication, Process Management, Service Management, Transaction Capabilities;

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**Revised syllabi (2019 Pattern) for two years M. Com. Course (CBCS)**

**Semester: I**

**Subject: Management Accounting**

**Course Code: 101**

**Depth of the programme:** Basic Knowledge with recent advancement and its applicability

**Objectives of the Programme:**

1. To enhance the abilities of learners to develop the concept of management accounting and its significance in the business.
2. To enhance the abilities of learners to analyze the financial statements.
3. To enable the learners to understand, develop and apply the techniques of management accounting in the financial decision making in the business corporates.
4. To make the students develop competence with their usage in managerial decision making and control.

Unit No.	Unit Title	Contents	Purpose Skills to be developed
1	<b>Accounting for Emerging Sectors</b>	<ol style="list-style-type: none"><li>1. Limitations of conventional Financial Accounting</li><li>2. Emergence of Management Accounting and Cost Accounting</li><li>3. Advantages of Management Accounting and Cost Accounting</li><li>4. Distinction between Management Accounting and Cost Accounting</li><li>5. Management Accounting as a decision making tool</li></ol>	To understand the concept of Financial Accounting and its limitations, emergence of Management Accounting and Cost Accounting, its advantages and distinction between Management Accounting and Cost Accounting.
2	<b>Application of Management Accounting Techniques</b>	<ol style="list-style-type: none"><li>1. Marginal Costing and Cost-Volume Profit (CVP) Analysis, Key Factors</li><li>2. Decision Making through Managerial Cost Accounting (Make or Buy Decision) Purchasing and Leasing</li><li>3. Techniques and Managerial Cost Accounting</li><li>4. Standardization of Accounting System<ol style="list-style-type: none"><li>a. Fixed and Variable Cost Analysis</li><li>b. Application of Fixed and Variable Cost Analysis technique in decision making process</li></ol></li></ol>	To understand the concept of Marginal Costing, its applications, different techniques of managerial cost accounting and Fixed and Variable Cost Analysis in decision making process.

**M. Com. Part I (Semester II)**

**Group F (Business Administration) - Special Paper III**

**Subject : - Business Ethics & Professional Values**

**Course Code No: 213**

**Objectives of the course**

1. To raise the students general awareness on the ethical dilemmas at work place
2. To understand the differing perceptions of interest in business related solutions
3. To present the concept of Corporate Social Responsibility and explore its relevance to ethical obligations and ethical ideals present in the relationship between employers and employees
4. To investigate whether ethics set any boundaries on competition , marketing, sales and advertising
5. To enable students to validate or correct , personal ideas about various ethical perspectives
6. To enable students to develop their own considered judgment about issues in Business Ethics
7. To foster more careful, disciplined thinking in trying to resolve issues in business ethics
8. To prepare students to play a constructive role in improving the sustainable development with which they may become involved

**Depth of the program – Fundamental Knowledge**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Contents</b>	<b>Purpose Skills to be developed</b>
<b>1</b>	<b>Business Ethics and Professional Values</b>	a. Business Ethics – Introduction, Meaning, Scope , Principles , importance , Code of Ethics and Theories b. Professional Values – Meaning , Significance , Scope and Human Values c. Ethical Decision Making – Meaning, determinants, process of ethical decision making	1. Understanding Knowledge of established methodologies of solving ethical problems 2. Recognizing significance of Professional Values
<b>2</b>	<b>Corporate Social Responsibility and Corporate Governance</b>	a. CSR – Introduction , advantages , scope for CSR in India , Legal provisions for CSR, Forms of CSR and Indian Corporations b. Corporate Governance – concept Objectives , features , advantages , code whistle blowing , types arguments and justification c. Value Based Management – meaning, benefits and methods =, Vedic Management for business ethics	1. Knowing CSR and its scope and forms 2. Analysis of Corporate Governance and Value Based Management
<b>3</b>	<b>Indian Ethical Practices</b>	a. Indian Ethical Practices Finance b. Indian Ethical Practices Marketing c. Indian Ethical Practices Information Technology d. Ethics at work place e. Indian Ethical Practices HRM	Recognizing the unethical issues in Finance , Marketing , IT , HRM and at workplace
<b>4</b>	<b>Emerging issues in Business Ethics and Environmental issues</b>	a. Ethics in Environment – environmental crisis , issues relating to environmental degradation , natural resources depletion and pollution b. Sustainable Development – Meaning, Principles. Goals of Sustainable Development, Strategy to achieve Sustainable	1. Recognizing environmental issues and its impact on Business 2. Achieving Sustainable Development



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## **'Certificate Course in Basics of Share Market'**

### **Syllabus -**

#### **Unit 1: capital market & its operation**

- Basic knowledge of capital market (Primary Market & secondary Market)
- Major Market Participants
- Major exchanges and indices
- Legal Framework and regulations
- Trading and Trading Membership
- Clearing and Settlement Process
- Online Mock test

#### **Unit 2: Derivatives Market & its Operations**

- Introduction to Derivatives, Type of derivative contracts
- Understanding of future, forward, option and SWAP
- Future contracts, Mechanism & pricing of Forward contracts
- Understanding of Options and it's (call & put)
- Trading, Clearing and Settlement, Risk Management in Derivatives
- Regulatory Frame Work
- Accounting of Derivatives

#### **Unit 3: Commodity Market**

- Understanding Commodity Market
- Trading in Commodities- MCX and NCDEX
- International commodity Vs Domestic Commodity



#### **Unit 4: Currency Market**

- Currency Derivative and its History
- Forward, Future and Options of currency derivative
- Trading, clearing, settlement & Risk Management of currency futures
- Different Strategy Use for Currency Derivative Trading
- Trading practices in currency derivative segment



*Principal*  
ARTS, SCIENCE & COMMERCE COLLEGE  
KOLHAR, TAL. RAHATA, DIST. AHMEDNAGAR



	<p align="center"><b>Pravara Rural Education Society's</b>  <b>Arts, Science and Commerce College,</b>  <b>Kolhar</b>  <b>Department of Marathi</b>  <b>Certificate Course In Rural</b>  <b>Journalism</b>  <b>2019-20</b></p>	
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**अभ्यासक्रम**

अनुक्रमणिका	घटक क्रमांक	तपशील
१	१	पत्रकारिता इतिहास व्यवसायाचे स्वरूप पत्रकारितेचे प्रकार प्रिंट इलेक्ट्रॉनिक्स वेब इत्यादी आणि सद्यस्थिती
२	२	संपादन व मुलतत्वे संपादकीय विभागाची रचना वृत्तपत्र व्यवस्थापन पत्रकारिता मुलतत्वे आणि नीतिमूल्ये
३	३	पत्रकारिता सामान्य-ज्ञान बातमी म्हणजे काय ? वृत्तपत्रीय लेखन विविध प्रकार सामान्य ज्ञान भूगोल
४	४	जनसंपर्क प्रसार माध्यमे जाहिरात जाहिरात लेखन संकलन पत्रकारिता प्रकार परिषद आणि जाहिरात तरण
५	५	बातमीदारी व वृत्तसंस्था प्रकार क्रीडा गुन्हेगारी मनोरंजन राजकीय सामाजिक शोध पत्रकारिता सभावृत इ.लेखन
६	६	फोटोग्राफी छायाचित्र लाईव्ह रिपोर्टिंग डॉक्युमेंटरी संगणक वापर संगणकाची ओळख संगणकीय अहवाल डेटा प्रेझेंटेशन विविध सॉफ्टवेअर
७	७	इंटरनेट वापर आणि डिजिटल पत्र पत्रकारिता तंत्रज्ञान इंटरनेटचा वापर ई-मेल ब्लॉग्स रायटिंग आणि मोबाईल ॲप
८	८	सोशल नेटवर्किंग फेसबुक पेज ट्विटर युट्युब स्वतःचा न्यूज चॅनल वेब मिडीया
९	९	प्रोजेक्ट विविध विषयांवर लेखन अग्रलेख
१०	१०	बातमी व्हिडिओ रेकॉर्डिंग निवेदक बातमीदार मुलाखत लेखन इत्यादी

सूचना :

प्रत्येक टॉपिक साठी दहा मार्क असतील. शंभर गुणांचा अभ्यासक्रम पन्नास मार्कांला परीक्षा आणि विद्यार्थ्यांची कोर्ससाठी किमान विद्यापीठ नियमानुसार ऐंशी टक्के उपस्थिती आवश्यक आहे.

डॉ. राजेंद्र सलालकर

डॉ. नवनाथ शिंदे

डॉ. राजेंद्र वडमारे

डॉ. चंद्रकांत रुहाळे

मा. श्री. संजय कोळसे

मा. श्री. प्रमोद कुंभकार

Department of Marathi

Arts, Science and Commerce College, Kolhar



Coordinator

Internal Quality Assurance Cell (IQAC)

Arts, science & Commerce College

Kolhar, Tal. Rahata, Dist. Ahmednagar-413710

Arts, Science & Commerce College  
Kolhar, Tal. Rahata, Dist. Ahmednagar.



# प्रथम वर्ष कला (F.Y.B.A.) (सामान्य)

(प्रथम अयन)

पाठ्यचर्या : वैकल्पिक हिंदी प्रश्नपत्र – 1 A

3 कर्मांक

उद्देश्य :

1. छात्रों को हिंदी काव्य साहित्य का परिचय देना।
2. हिंदी कहानी साहित्य से अवगत कराना।
3. हिंदी भाषा द्वारा संवाद कौशल विकसित करना।
4. मौलिक लेखन की ओर रुझान बढ़ाना।
5. विज्ञापन लेखन कौशल विकसित करना।
6. अनुवाद संबंधी जानकारी देना।
7. हिंदी कंप्यूटिंग का परिचय देना।

	प्रथम सत्र/प्रथम अयन
इकाई – I	काव्य साहित्य : जूही की कली – निराला मैं नीर भरी दुख की बदली – महादेवी वर्मा कालिदास – नागार्जुन रोटी और संसद – धूमिल धार – अरुण कमल
इकाई – II	कहानी साहित्य : एक टोकरी भर मिट्टी – माधवराव सप्रे ईदगाह – प्रेमचंद जिंदगी और गुलाब के फूल – उषा प्रियंवदा युद्ध – शानी मिसेस डिसूजा के नाम पत्र – अलका सरावगी
इकाई – III	साहित्येतर पाठ्यक्रम : संवाद कौशल, सूत्रसंचालन, समूह चर्चा हिंदी कंप्यूटिंग : यूनिकोड (Unicode) की जानकारी। इंटरनेट की सामान्य जानकारी हिंदी सॉफ्टवेयर की जानकारी।

अंक विभाजन – पूर्णांक : 100

आंतरिक मूल्यांकन – 30 (लघुत्तरी परीक्षा – 20, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन– 10)

सत्रांत परीक्षा – 70

सत्रांत परीक्षा – प्रश्नपत्र का प्रारूप :

(शैक्षिक वर्ष 2019–20 से आगे)

समय 3 घंटे

अंक 70

प्रश्न : 1	प्रथम इकाई (काव्य) पर चार में से कोई दो प्रश्न	अंक 14
प्रश्न : 2	द्वितीय इकाई (कहानी) पर चार में से कोई दो प्रश्न	अंक 14
प्रश्न : 3	संसदार्थ व्याख्या	
	अ) काव्य (प्रथम इकाई) पर दो में से एक	अंक 07
	आ) कहानी (द्वितीय इकाई) पर दो में से एक	अंक 07
प्रश्न : 4	संवाद कौशल और सूत्रसंचालन पर चार में से कोई दो प्रश्न	अंक 14
प्रश्न : 5	यूनिकोड/इंटरनेट और हिंदी सॉफ्टवेयर पर चार में से कोई दो प्रश्न	अंक 14

संदर्भ ग्रंथ सूची :

1. साहित्य विविधा – संपा. हिंदी अध्ययन मंडल, सावित्रीबाई फुले पुणे विश्वविद्यालय, पुणे, परिदृश्य प्रकाशन, मुंबई
2. कंप्यूटर व सूचना प्रौद्योगिकी शब्दकोश – विनोद कुमार मिश्र
3. समाचार एवं प्रारूप लेखन – डॉ. रामप्रकाश, डॉ. दिनेशकुमार गुप्त
4. प्रयोजनमूलक हिंदी अधुनातन आयाम – डॉ. अंबादास देशमुख
5. कविता की संगत – विजय कुमार

**प्रथम वर्ष कला (F.Y.B.A.) (सामान्य)**  
**(द्वितीय अयन)**

**पाठ्यचर्या : वैकल्पिक हिंदी प्रश्नपत्र – 1 B**

3 कर्मांक

**उद्देश्य :**

1. छात्रों को हिंदी काव्य साहित्य का परिचय देना।
2. हिंदी कहानी साहित्य से अवगत कराना।
3. निबंध लेखन कौशल को विकसित करना।
4. छात्रों को विज्ञापन लेखन से अवगत करना।

	द्वितीय सत्र/द्वितीय अयन
<b>इकाई- I</b>	<b>काव्य साहित्य :</b> आदमी को प्यास लगती है – ज्ञानेंद्रपति रोशनी के उस पार – ओमप्रकाश वाल्मीकि उतनी दूर मत ब्याहना बाबा – निर्मला पुत्तुल किताबें झाँकती हैं – गुलज़ार नींव की ईंट हो तुम दीदी – उदयप्रकाश
<b>इकाई –II</b>	<b>गद्य विधा :</b> सरजू भैया – रामवृक्ष बेनीपुरी (रेखाचित्र) भय – आ. रामचंद्र शुक्ल (निबंध) एक बूंद सहसा उछली – अज्ञेय (यात्रा वर्णन) अकबरी लौटा – अन्नपूर्णानंद वर्मा (व्यंग्य) प्रतिशोध – डॉ. रामकुमार वर्मा (एकांकी)
<b>इकाई –III</b>	<b>साहित्येतर पाठ्यक्रम :</b> लेखन कौशल : स्ववृत्त लेखन निबंध लेखन विज्ञापन लेखन : (दैनिक पत्र-पत्रिकाओं के लिए) वाक्य शुद्धिकरण (संज्ञा, सर्वनाम, विशेषण क्रिया के संबंध में)

अंक विभाजन – पूर्णांक : 100

आंतरिक मूल्यांकन – 30 (लघुत्तरी परीक्षा – 20, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन- 10)

सत्रांत परीक्षा – 70

**Savitribai Phule Pune University**  
**F. Y. B. A. Political Science**  
**(CBCS pattern to be implemented from 2019-2020)**  
**G-1 General Paper**

**INTRODUCTION TO INDIAN CONSTITUTION**

**Total Credits : 03**

**Objectives**

The contents of this course are designed with the following objectives:

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

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

दुसरे सत्र  
विषयाचे नाव

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

अभ्यासक्रमाची उद्दिष्टे :

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

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

संदर्भ ग्रंथ

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

तृतीय अयन (Third Semester)

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

3 कर्मांक (Credit)

उद्देश्य :

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

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



## **Semester-III**

### **Course content-**

#### **UNIT-I- Theory of Drama:**

1. Drama, the Literary Form
2. Drama, the Performing Art Form
3. Elements of Drama:
  - i) Literary Elements: (Theme, Plot, Characters, Diction, Conflict, Setting etc.)
  - ii) Theatrical Elements: (Stage directions, Light effects, Music, Costumes, Stage property, Makeup etc.)
4. Types of Drama: (Tragedy, Comedy, Tragicomedy, Problem play, Absurd drama)
5. An Introduction to Minor Forms of Drama: (e.g. One-act-play, Skit, Street play, a short Radio play, Pantomime etc.)

#### **UNIT-II- A Midsummer Night's Dream** by William Shakespeare

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

## **Semester-IV**

### **Title of the Paper: Appreciating Drama**

#### **UNIT-I- Arms and the Man** by George Bernard Shaw

#### **UNIT-II- The Fire and the Rain** by Girish Karnad

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

#### **Select Bibliography:**

1. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.
2. Anandlal. 2004. Ed. The Oxford Companion to Indian Theatre. New Delhi: Oxford University Press.
3. Berthold M. 1999. The History of World Theatre. New York: Continuum.
4. Briggs J. & Jefferson N.C. 2003. Encyclopedia of Stage Lighting. : McFarland
5. Brown J.R. 1972. Theatre Language. London: The Penguin Press.
6. Craig E.G. 1911. On the Art of the Theatre. London: William Heinemann Ltd.
7. Crook T. 1999. Radio Drama. Routledge; 1st Edition
8. Dharwadkar A. 2005. Theatres of Independence. New Delhi: Oxford

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

**AN INTRODUCTION TO POLITICAL IDEOLOGIES**

**Objectives:**

This course is designed to acquaint students with the –

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

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

<b>Unit 6: Phule-Ambekarism</b>	<b>11</b>
a) Equality	
b) Cast & Religion	
c) Democracy	
<b>Unit 7: Gandhism</b>	<b>11</b>
a) Truth and Non-Violence	
b) Theory of Gram Swaraj	
c) Satyagraha	
<b>Unit 8: Feminism</b>	<b>11</b>
a) Meaning and Nature	
b) Liberal Feminism	
c) Feminism in India : Caste and Patriarchy	

**Readings:**

1. D. Bell, 1960, *The End of Ideology*, New York, The Free Press.
2. देवरे सुरेश, २०२०, राजकीय विचार प्रणाली, (Semester 3, e-Book), Amazon Asia Pacific Hoardings Pvt. Ltd.
3. देवरे सुरेश, २०२०, राजकीय विचार प्रणाली, (Semester 4, e-Book), Amazon Asia Pacific Hoardings Pvt. Ltd.
4. E. Gellner, 1983, *Nations and Nationalism*, Oxford, Blackwell.
5. गायकवाड संजय, २०१९, मार्क्स आंबेडकर परिप्रेक्ष्यातून शिक्षण आणि रोजगार, पुणे, शब्दसंग प्रकाशन.
6. J. Bondurant, 1965, *Conquest of Violence: the Gandhian Philosophy of Conflict*, Berkeley, University of California Press.
7. L. P. Baradat, 1989, *Political Ideologies: Their Origins and Impact*, Englewood Cliffs NJ, Prentice Hall.
8. P. Gay, 1952, *The Dilemma of Democratic Socialism: Eduard Bernstein's challenge to Marx*, New York, Columbia University Press.
9. R. M. Christenson, et al., 1971, *Ideologies and Modern Politics*, London, Thomas Nelson and Sons.
10. R. N. Berki, 1975, *Socialism*, London, John Dent and Sons.
11. R. N. Iyer, 1973, *The Moral and Political Thought of Mahatma Gandhi*, New York, Oxford University Press.
12. Sayyad Yasinbhai Gulabbhai, 2018, *Modern Political Theory*, Kanpur, International Publication.
13. Sir I. Berlin, 1981, "Nationalism: Past Neglect and Present Power" in H. Hardy (ed.) *Against the Current*, Oxford, Oxford University Press.
14. तनपुरे संभाजी आणि भुमकार हनुमंत, २०१७, राजकीय विचार प्रणाली, औरंगाबाद, चिन्मय प्रकाशन.
15. The Liberal Tradition in China, 1983, *Hong Kong and New York*, Chinese University, Hong Kong Press.

### **Unit-III- Grammar (08 Clock Hours)**

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

### **Unit-IV- Writing (08 Clock Hours)**

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

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

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

## **SEMESTER-VI**

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

### **Unit-I- Prose (12 Clock Hours)**

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

### **Unit-II- Poetry (12 Clock Hours)**

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

### **Unit-III- Grammar (08 Clock Hours)**

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

### **Unit-IV- Writing (08 Clock Hours)**

1. Email Writing
2. Using Graphs and Charts

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

\* **Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. **(3x15=45+3=48).**

\* **Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.

\* **The Internal** Examination for 30 marks will be conducted at college level.

- a) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
- b) A Mid-semester Written Test for 20 marks

\* **Semester V and VI -DSE 3+1** = One credit is for Research Project/field visit/ or any other Subject-centric activities to be undertaken by the students in consultation with the concerned teacher. The concerned teachers have to evaluate and maintain the record of research project/field visit/ or any other subject-centric activity.

### **SEMESTER-V (DSE-1C)**

#### **Course content:**

#### **A) Theory of Novel: (20 Clock Hours)**

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

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

### **SEMESTER-VI (DSE-1D)**

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

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

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

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

**Objectives:**

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

**Semester-I**

**Prose:**

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

**Poetry:**

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

**Grammar:**

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

**Communication Skills:**

- 1. Greeting and Taking Leave



# **F.Y.B.A. HISTORY**

**Under the Faculty of Humanities**

**Total Credits: 03**

## **Semester-I Early India: From Prehistory to the Age of the Mauryas**

### **Objectives:**

The history of Early India is a crucial part of Indian history. It is a base for understanding the entire Indian history. The course is aimed at helping the student to understand the history of early India from the prehistoric times to the age of the Mauryas. It attempts to highlight the factors and forces behind the rise, growth and spread of civilization and culture of India along with the dynastic history. It also attempts to help the students to understand the contribution of Early Indians to polity, art, literature, philosophy, religion and science and technology. It also aims to foster the spirit of enquiry among the students by studying the major developments in early Indian history.

### **Unit I: Early India: Sources and Prehistory [12]**

- (a) Importance of Early History
- (b) Sources and Tools of historical reconstruction – Archaeology (Material remains), Epigraphy (Inscriptions), Numismatics (Coins), Literary Sources, Foreign Accounts
- (c) Palaeolithic, Mesolithic, Neolithic and Chalcolithic Cultures: A Brief Review

### **Unit II: Harappan Culture: Bronze Age Civilization [12]**

- (a) Geographical Extent, Town Planning, Trade, Religious Practices
- (b) Art, Crafts and Technology: Pottery, Seals, Beads, Images, Terracotta Figurines  
Metallurgy, Script and Decline

### **Unit III: Vedic Culture, Religious Protest: Jainism and Buddhism [12]**

- (a) Vedic and Later Vedic Culture: Original home, Tribal Polity, Social Divisions, Rituals and Philosophy
- (b) Jainism and Buddhism: Causes of Origin, Doctrines, Contributions and Importance

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

**AN INTRODUCTION TO POLITICAL IDEOLOGIES**

**Objectives:**

This course is designed to acquaint students with the –

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

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

<b>Unit 6: Phule-Ambekarism</b>	<b>11</b>
a) Equality	
b) Cast & Religion	
c) Democracy	
<b>Unit 7: Gandhism</b>	<b>11</b>
a) Truth and Non-Violence	
b) Theory of Gram Swaraj	
c) Satyagraha	
<b>Unit 8: Feminism</b>	<b>11</b>
a) Meaning and Nature	
b) Liberal Feminism	
c) Feminism in India : Caste and Patriarchy	

**Readings:**

1. D. Bell, 1960, *The End of Ideology*, New York, The Free Press.
2. देवरे सुरेश, २०२०, राजकीय विचार प्रणाली, (Semester 3, e-Book), Amazon Asia Pacific Hoardings Pvt. Ltd.
3. देवरे सुरेश, २०२०, राजकीय विचार प्रणाली, (Semester 4, e-Book), Amazon Asia Pacific Hoardings Pvt. Ltd.
4. E. Gellner, 1983, *Nations and Nationalism*, Oxford, Blackwell.
5. गायकवाड संजय, २०१९, मार्क्स आंबेडकर परिप्रेक्ष्यातून शिक्षण आणि रोजगार, पुणे, शब्दसंग प्रकाशन.
6. J. Bondurant, 1965, *Conquest of Violence: the Gandhian Philosophy of Conflict*, Berkeley, University of California Press.
7. L. P. Baradat, 1989, *Political Ideologies: Their Origins and Impact*, Englewood Cliffs NJ, Prentice Hall.
8. P. Gay, 1952, *The Dilemma of Democratic Socialism: Eduard Bernstein's challenge to Marx*, New York, Columbia University Press.
9. R. M. Christenson, et al., 1971, *Ideologies and Modern Politics*, London, Thomas Nelson and Sons.
10. R. N. Berki, 1975, *Socialism*, London, John Dent and Sons.
11. R. N. Iyer, 1973, *The Moral and Political Thought of Mahatma Gandhi*, New York, Oxford University Press.
12. Sayyad Yasinbhai Gulabbhai, 2018, *Modern Political Theory*, Kanpur, International Publication.
13. Sir I. Berlin, 1981, "Nationalism: Past Neglect and Present Power" in H. Hardy (ed.) *Against the Current*, Oxford, Oxford University Press.
14. तनपुरे संभाजी आणि भुमकार हनुमंत, २०१७, राजकीय विचार प्रणाली, औरंगाबाद, चिन्मय प्रकाशन.
15. The Liberal Tradition in China, 1983, *Hong Kong and New York*, Chinese University, Hong Kong Press.

द्वितीय वर्ष कला (S. Y. B. A.)

पहिले सत्र

विषयाचे नाव

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

अभ्यासक्रमाची उद्दिष्टे :

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

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

संदर्भ ग्रंथ:

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

**Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21**

**Under the Faculty of Humanities**

**Core Course-I (CC- 1C)- 3 Credit**

**Semester -III-History of the Marathas: (1630-1707)**

**Learning Objectives:**

1. To introduce the students to the regional history of medieval Maharashtra and India.
2. To study political, social and conceptual history of the Marathas in an analytical way with the help of primary sources.
3. To evaluate contribution of Chhatrapati Shivaji Maharaj to the establishment of Swarajya, contribution of successors and later development of the Maratha kingdom.
4. To study administrative Institutions of the Maratha.

**Learning Outcome:**

1. Student will develop the ability to analyse sources for Maratha History.
2. Student will learn significance of regional history and political foundation of the region.
3. It will enhance their perception of 17th century Maharashtra and India in context of Maratha history.
4. Appreciate the skills of leadership and the administrative system of the Marathas.

**Pedagogy:** Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/e-learning

**Unit-I: Sources and Rise of the Maratha Power 10**

- a) Literary Sources: Marathi and Foreign Sources (Portuguese, English, French)
- b) Background of the rise of Maratha Power
- c) Shahaji Raje, Rajmata Jijabai and Early Life of Chhatrapati Shivaji Maharaj

**Unit-II: Foundation of Swarajya to the Coronation, Karnataka Expedition 15**

- a) Relations with Adilshahi: Javali and Afzal Khan episode and its importance
- b) Relations with Mughals: Campaign of Shayasta Khan, Sack of Surat, expedition of Jaisingh, Visit to Agra
- c) Coronation and Karnataka Expedition

**Unit-III: Administration under Chhatrapati Shivaji Maharaj 08**

- a) Military
- b) Civil

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

**Objectives:**

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

**\*Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. **(3x15=45+3=48).**

**\*Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.

**\*The Internal** Examination for 30 marks will be conducted at college level.

- a) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
- b) A Mid-semester Written Test for 20 marks

## **SEMESTER-V**

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

### **Unit-I- Prose (12 Clock Hours)**

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

### **Unit-II- Poetry (12 Clock Hours)**

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



तृतीय वर्ष कला (T. Y. B. A.)

नियमित अभ्यासक्रम

पहिले सत्र

विषयाचे नाव

**मध्ययुगीन मराठी वाङ्मयाचा स्थूल इतिहास : प्रारंभ ते इ.स. १६०० [DSE 1 C (3+1)]**

अभ्यासक्रमाची उद्दिष्टे :

- १ वाङ्मयेतिहास संकल्पना, स्वरूप, प्रेरणा, प्रवृत्ती समजून घेणे.
- २ मध्ययुगीन कालखंडाची सामाजिक, सांस्कृतिक पार्श्वभूमी समजून घेणे.
- ३ मराठी भाषा, साहित्याची कालखंडानुरूप इतिहास समजून घेणे.

घटक	तपशील	श्रेयांक	तासिका
१	<b>वाङ्मयेतिहास संकल्पना आणि मराठी भाषा, वाङ्मयाचा उगम</b> १. वाङ्मयेतिहास : संकल्पना आणि स्वरूप २. मराठी वाङ्मयेतिहासाचे कालखंड : स्वरूपचर्चा मराठी भाषा व वाङ्मयाचा उगम (कोरीव लेख आणि ग्रंथ या साधनांच्या आधारे ) <b>यादव काळ आणि बहामनी काळातील वाङ्मयनिर्मिती</b> १ या कालखंडांची सामाजिक आणि सांस्कृतिक पार्श्वभूमी २ महानुभाव वाङ्मय : प्रेरणा, प्रवृत्ती व स्वरूप	१	१५
२	३ महानुभाव वाङ्मय : गद्य ग्रंथ - लीळाचरित्र, स्मृतिस्थळ, दृष्टान्तपाठ. पद्य ग्रंथ - महदंबेचे धवळे, साती ग्रंथ. १. वारकरी वाङ्मय : प्रेरणा, प्रवृत्ती व स्वरूप ( संत ज्ञानेश्वर, संत नामदेव, संत मेळा, संत एकनाथ, शेख महंमद )	१	१५
३	१. मुकुंदराज, नृसिंहसरस्वती, दासोपंत, फादर स्टीफन्स, ब्रह्मगुणदास : वाङ्मयनिर्मितीचे स्वरूप	१	१५
४	संशोधनपर प्रकल्प / क्षेत्र कार्य (घटक १, २ आणि ३)	१	१५

दुसरे सत्र  
विषयाचे नाव

मध्ययुगीन मराठी वाङ्मयाचा स्थूल इतिहास - इ.स. १६०० ते इ.स. १८१७ [DSE1 D (3+1)]

घटक	तपशील	श्रेयांक	तासिका
१	<b>शिवकाल आणि पेशवेकाळातील वाङ्मयनिर्मिती</b> १. या कालखंडांची सामाजिक आणि सांस्कृतिक पार्श्वभूमी २. संत तुकाराम : वाङ्मयनिर्मितीचे स्वरूप ३. संत रामदास : वाङ्मयनिर्मितीचे स्वरूप	१	१५
२	<b>पंडित आणि शाहिरींची वाङ्मयनिर्मिती</b> १. पंडिती वाङ्मय : स्वरूप, प्रेरणा, प्रवृत्ती, आणि वैशिष्ट्ये मुक्तेश्वर, वामनपंडित, रघुनाथपंडित, मोरोपंत २. शाहिरी वाङ्मय : स्वरूप, प्रेरणा, प्रवृत्ती आणि वैशिष्ट्ये अनंत फंदी, परशुराम, राम जोशी, प्रभाकर, होनाजी बाळा	१	१५
३	<b>बखर आणि गद्य वाङ्मयनिर्मिती</b> १. बखर वाङ्मय : स्वरूप, प्रेरणा, प्रवृत्ती आणि वैशिष्ट्ये सभासदाची बखर, शिवछत्रपतींचे सप्तप्रकरणात्मक चरित्र, शिवदिग्विजय, पानिपतची बखर, भाऊसाहेबांची बखर. २. आज्ञापत्र	१	१५
४	संशोधनपर प्रकल्प / क्षेत्र कार्य (घटक १, २ आणि ३)	१	१५

संदर्भ ग्रंथ :

१. महाराष्ट्र सारस्वत, वि. ल. भावे
२. मराठी भाषेचा व वाङ्मयाचा इतिहास, बा. अ. भिडे
३. मराठी वाङ्मयाचा इतिहास, खंड पहिला, ल. रा. पांगारकर
४. प्राचीन मराठी वाङ्मयाचा इतिहास, भाग १, पूर्वार्ध आणि उत्तरार्ध, अ. ना. देशपांडे
५. महाराष्ट्रीयनांचे काव्यपरीक्षण, श्री. व्यं. केतकर
६. मराठी वाङ्मयाभिरुचीचे विहंगमावलोकन, जोग रा. श्री.
७. पाच भक्तीसंप्रदाय, र. रा. गोसावी
८. महाराष्ट्रातील पाच संप्रदाय, पं. रा. मोकाशी
९. नाथ संप्रदाय : उदय व विकास, प्र. न. जोशी
१०. मराठी साहित्याचे आदिबंध, उषा मा. देशमुख
११. यादवकालीन महाराष्ट्र, मु. गो. पानसे
१२. यादवकालीन मराठी, शं. गो. तुळपुळे
१३. महानुभवीय मराठी वाङ्मय, य. खु. देशपांडे
१४. महानुभाव पंथ आणि त्यांचे वाङ्मय, शं. गो. तुळपुळे
१५. श्रीचक्रधर : चरित्र, वि. भि. कोलते

**Savitribai Phule Pune University, Pune**  
**Proposed Syllabus in History for T.Y.B.A. (Credit system)**  
**From the Academic Year 2021-22**  
**Under the Faculty of Humanities**  
**Core Course 3 :(3 Credit)**

**Semester V: Course Title: - Indian National Movement (1885-1947)**

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**Learning Objectives:**

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

**Learning Outcomes:**

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

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

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

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

**Unit II: Mass Movement** **9**

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

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

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

**Savitribai Phule Pune University, Pune**  
**For All faculties**

**2 credit Compulsory course for all the First Year students in All  
Faculties**

**Democracy, Election and Governance**

**Objectives:**

1. To introduce the students meaning of democracy and the role of the governance
2. To help them understand the various approaches to the study of democracy and governance

**Module 1 Democracy- Foundation and Dimensions**

- a. Constitution of India
- b. Evolution of Democracy- Different Models
- c. Dimensions of Democracy- Social, Economic, and Political

**Module 2 Decentralization**

- a. Indian tradition of decentralization
- b. History of panchayat Raj institution in the post independence period
- c. 73<sup>rd</sup> and 74<sup>th</sup> amendments
- d. Challenges of caste, gender, class, democracy and ethnicity

**Module 3 Governance**

- a. Meaning and concepts
- b. Government and governance
- c. Inclusion and exclusion

**References:**

1. Banerjee-Dube, I. (2014). *A history of modern India*. Cambridge University Press.
2. Basu, D. D. (1982). *Introduction to the Constitution of India*. Prentice Hall of India.
3. Bhargava, R. (2008). *Political theory: An introduction*. Pearson Education India.

4. Bhargava, R., Vanaik, A. (2010) *Understanding Contemporary India: Critical Perspective*. New Delhi: Orient Blackswan.
5. Chandhoke. N., Proyadardhi.P, (ed) (2009), '*Contemporary India: Economy, Society, Politics*', Pearson India Education Services Pvt. Ltd, ISBN 978-81-317-1929-9.
6. Chandra, B. (1999). *Essays on contemporary India*. Har-Anand Publications.
7. Chatterjee, P. (1997). *State and Politics in India*.
8. Dasgupta. S., (ed) (2011), '*Political Sociology*', Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia. ISBN: 978-317-6027-7.
9. Deshpande, S. (2003). *Contemporary India: A Sociological View*, New Delhi: Viking Publication.
10. Guha, R. (2007). *India After Gandhi: The History of the World's Largest Democracy*, HarperCollins Publishers, New York.
11. Guha, R. (2013). *Gandhi before India*. Penguin UK.
12. Jayal. N.G. (2001). *Democracy in India*. New Delhi: Oxford University Press.
13. Kohli, A. (1990). *Democracy and discontent: India's growing crisis of governability*. Cambridge University Press.
14. Kohli, A., Breman, J., & Hawthorn, G. P. (Eds.). (2001). *The success of India's democracy* (Vol. 6). Cambridge University Press.
15. Kothari, R. (1989). *State against democracy: In search of humane governance*. Apex Pr.
16. Kothari, R. (1970). *Politics in India*. New Delhi: Orient Blackswan.
17. Kothari, R. (1995). *Caste in Indian politics*. Orient Blackswan.
18. Sarkar, S. (2001). *Indian democracy: the historical inheritance. the Success of India's Democracy*, 23-46.

#### मराठी संदर्भ ग्रंथ:

१. राही श्रुती गणेश., आवटे श्रीरंजन, (२०१९), '*आपलं आयकार्ड*', सुहास पळशीकर द युनिक अकॅडमी पब्लिकेशन प्रा.लि.,.
२. व्होरा राजेंद्र., पळशीकर, सुहास.(२०१४). *भारतीय लोकशाही अर्थ आणि व्यवहार*. पुणे : डायमंड प्रकाशन.
३. सुमंत, यशवंत.(२०१८). *प्रा. यशवंत सुमंत यांची तीन भाषणे*. पुणे : युनिक अकॅडमी पब्लिकेशन्स प्रा.लि
४. भोळे. भा.ल. (२०१५). *भारतीय गणराज्याचे शासन आणि राजकारण*. नागपूर: पिंपळापुरे बुक प्रकाशन
५. कसबे. रावसाहेब. (२०१०)डॉ. आंबेडकर आणि भारतीय राज्यघटना. पुणे: सुगावा प्रकाशन



UNIVERSITY GRANTS COMMISSION  
NET BUREAU

**Subject: HUMAN RIGHTS AND DUTIES**

Code No. 92

**SYLLABUS**

**Unit-I**

**HUMAN RIGHTS AND DUTIES: CONCEPT AND NATURE**

- The Basic Concepts: Individual, Group, State, Non-State Actors, Civil Society, Liberty, Freedom, Equality, Rights, Justice; Human Values: Humanity, Compassion, Virtues, Human Dignity and Human Duties
- Human rights as universal, inherent, inalienable rights and moral rights; Universal human rights vs. Cultural Relativism, Naturalist-Positivists Debate
- Indian Concepts: *Raj Neeti*, *Lok Neeti*, *Danda Neeti*, *Nyaya*, *Dharma*
- Different Generations of Human Rights
- Liberal Perspective: Locke, Rousseau, Thomas Paine, J.S. Mill, Classical Liberalism, Neo-liberalism
- Marxian Perspective: Marx, Gramsci, Rosa Luxemburg
- Gandhian Perspective (Ruskin, Thoreau, Tolstoy): State, Power, *Swaraj*, Rights and Duties
- Dalit Perspective: Phule, Narayana Guru, Ambedkar
- Religious Perspectives
- Feminist Perspective

**Unit-II**

**ORIGIN AND EVOLUTION OF HUMAN RIGHTS AND INTERNATIONAL STANDARDS**

- Human Rights in Ancient Thoughts
- Human Rights in Middle Ages, *Magna Carta*
- Modern Movement of Human rights, Lockean Philosophy: Theory of Natural Rights, American Declaration of Independence, American Bill of Rights, The French Revolution and its goals of Liberty, Equality and Fraternity, Marxist Revolutions, Anti-Colonial Movements, Freedom Movement in India
- International Standard Setting – Universal Declaration of Human Rights (1948)

- Impact of the UDHR on the Constitutions of the 'New' States
- International Standards: UN Sponsored or 'Core' International Conventions on Human Rights: International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), Convention on the Elimination of ALL Forms of Discrimination against Women (CEDAW), Convention against Torture, Rights of Child Convention, Convention on the Rights of Migrant workers, Convention against Racial Discrimination (CRD), Convention on Rights of Persons with Disabilities (CRPD)
- State Responsibility for Protection of Human Rights: The Concept of the "Responsibility to Protect"
- Vienna Declaration on Human Rights 1993
- Helsinki Declaration
- ASEAN Declaration

### **Unit-III**

#### **SOCIETY, ECONOMY, POLITY, RELIGION AND CULTURE – THEIR INTER-RELATIONSHIP**

- Impact of Social Structure on Human Behaviour; Role of Socializations in Human Values, Human Rights and Duties
- Science and Technology, Modernization, Globalization and Dehumanization
- Social Stratification: Racial and Caste Prejudice and Discrimination; Human Rights Issues of Weaker Sections and Ethnic Minorities
- Women: Gender Discrimination, Domestic Violence and Offences against Women; Gender Sensitive Laws
- Children: Child Abuse, Child Labour, Street Children
- Social Structure and Social Problems: Social and Communal Conflicts and Social Harmony
- Rural Poverty, Unemployment, Bonded Labour, Modern Forms of Slavery
- Urban Poverty, Slums, Lack of Basic Civil Amenities, Sex Workers
- Rights of Refugees, Rights of Indigenous People, Aged Persons, Migrant Workers and Human Rights Violations, Human Rights of Persons with Disabilities (PwDs) under the Rights of Persons with Disabilities Act, 2016 Rights of Displaced Persons
- Challenges in Human Rights: Religious Fundamentalism, Terrorism, Underdevelopment, Human trafficking International Crimes,

### **Unit IV**

#### **STATE AND INDIVIDUAL LIBERTY**

- The Changing Nature of State with Special Reference to the Developing Countries
- Soft State, Interventionist State, Welfare State, Repressive State
- Political Regimes and Human Rights
- Impact of Science and Technology on Human Rights and Duties
- Human Rights and International Politics: Emergence of a New Global Order – Tehran Conference (1968) – Vienna Conference (1993)



- International Humanitarian Law: 1949 Geneva Conventions and Additional Protocols of 1977 – International Red Cross Society
- International Criminal Tribunals(Rwanda and Former Yugoslavia) and the International Criminal Court (ICC)
- International Intervention: The Question of Nation-State, Citizenship and Sovereignty
- Right of Self-Determination: Autonomous Movements, Secessionist Movements
- Grassroots Movements and Human Rights

## **Unit-V**

### **UN AND VARIOUS AGENCIES, INTERGOVERNMENTAL (IGOs) AND NON-GOVERNMENTAL ORGANIZATIONS (INGOs)**

- UN: Establishment, Objectives, and the Charter Provisions
- UN Principal Organs: General Assembly, Economic and Social Council, Security Council
- Subsidiary Organ: Human Rights Council
- The Human Rights Council Advisory Committee
- Specialized Agencies: UNICEF, UNESCO, ILO, WHO
- INGOs such as the International Commission of Jurists (ICJ), Amnesty International (AI), Human Rights Watch, Greenpeace
- People's Union for Civil Liberties (PUCL), People's Union for Democratic Rights (PUDR) and Other Civil and Democratic Rights Organizations in India.
- UN High Commission for Refugees (UNHCR)
- UN Commission on the Status of Women
- UN High Commissioner for Human Rights

## **Unit-VI**

### **GROWTH MODELS AND HUMAN RIGHTS**

- Models of Development: Growth Approach, Basic Needs Approach, Sustainable Human Development, Rio Declaration on Environment and Development, 1992, Rio +20, Conservation of Natural Resources, Agenda 21, Bio-Diversity Convention 1992
- Globalization and Human Rights: Dynamics of Globalization, Emergence of Market Forces, Assertion of Civil Society, Retreat of State, Privatization, Liberalization
- Emergence of Information Age
- Economic Growth Strategies (Developing Countries): Implications for Poverty Eradication, Employment issues, Planned Development and Social Inequality
- World Trade Organization: Implication for Human Rights, Impact on Developing Countries with special reference to India

- Intellectual Property Rights: Patents Law, Trade Related Intellectual Property Rights (TRIPS), Trade Related Investment Measures (TRIMS), General Agreement on Trade and Services (GATS), Agreement On Agriculture (AOA)
- Transnational Corporations (TNCs) and Human Rights Situation in Developing Countries
- Right to Development: The Third World Concerns, Working Group Recommendations, UNDP – initiatives, UN Declaration on the Right to development
- State and Development of the Marginalized/Disadvantaged Groups in India: The Poor, the Unemployed and the Socially Dislocated People
- Workers' Rights, Minimum Wages Act – Problems of Implementation, Right to Security of Food, Health, Education

## **Unit-VII**

### **DEVELOPMENT, UNDERDEVELOPMENT AND SOCIAL ACTION**

- Need for Collective Action in Developing Societies and Methods of Social Action
- Land, Water and Forest Issues with special reference to India
- Social Movements: Political, Social and Religious Reform
- National Commission for Women, Children, Minorities, Scheduled Castes and Scheduled Tribes
- Backward Class, Dalit and Women Movements
- Agrarian and Peasant Movements
- Right to a Healthy Environment
- Principle of Sustainable Development
- Ecological and Environment Movements
- Civil Societies and NGOs, NGOs of India

## **Unit-VIII**

### **HUMAN RIGHTS AND INDIAN CONSTITUTION**

- Indian Civilization: Change and Continuity.
- Indian Constitution: Freedom Movement
- Indian Constitution: Sociological Foundation
- Constitutional Vision of Role of the State
- Constitutional Vision of Freedom: Fundamental Rights and the International standards
- Constitutional Vision of Justice: Directive Principles of State Policy and international standards
- Public Interest Litigation (PIL), Indian Judiciary and Human Rights
- Judicial Interpretations: Landmark Judgments Fundamental Duties
- Constitutional Amendments
- Fundamental Duties

## Unit-IX

### CONSTITUTIONAL GOVERNANCE

- Rule of law, Good Governance
- Constitutional Organs: Inter-and intra-Relationships/Conflict and Cooperation.
- Fundamental Rights and Repressive Laws: Preventive Detention and Anti-Terrorist Legislations, Armed Forces Special Power Act
- Imposition of National Emergency: The Societal Experience.
- The Criminal Justice System: Crime, Punishment and Human Rights with Special Reference to IPC & Cr. P.C. and Indian Evidence Act
- Economic, Social and Cultural Rights: The Directive Principles of State Policy: The Question of Effectiveness and Enforcement; their relationship with Fundamental Rights
- Legislation for the Weaker Sections: The Questions of Enforcement
- Law Enforcing Agencies: Police, Military and Para-Military Forces – Emerging Experience
- Human Rights Enforcement: The Protection of Human Rights Act, 1993, NHRC, State Human Rights Commissions, Human Rights Courts
- Human Rights Education: Problems and Prospects

## Unit-X

### INTERNATIONAL ENFORCEMENT OF HUMAN RIGHTS

- Treaty Bodies under the 'Core' Human Rights Conventions: General Overview
- "Universal Periodic Review" and "Special Procedures"
- Human Rights Committee (HRC)
- Committee on Economic and Social Rights (CESCR)
- Committee on Elimination of All Forms of Discrimination against Women (CEDAW)
- European Court of Human Rights (ECHR)
- Inter-American Commission on Human Rights
- Inter-American Court of Human Rights
- African Commission on Human and Peoples' Rights
- African Court of Justice and Human rights 2008

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## INTRODUCTION TO CONSTITUTION

(TWO CREDITS)

**Course Objectives:** This course introduces students to the Constitution of India. The Constitution, being supreme law of the land, must be known to every citizen of India. It begins with the Preamble, which indicates the source and objects of it. We, the people of India, are the source of the Constitution and have resolved to constitute India into a sovereign, socialist, secular, democratic and republic. The Course has been designed for everyone to make acquaint themselves with their fundamental rights and of others. No right is absolute one; it is subject to others right, as well. Directive Principles of State Policy are nothing but rights, though not enforceable by any court. These Directive Principles are basically 'Fundamental Principles' in the governance of the country. Powers and freedoms come with responsibility, State's responsibility to implement Directive Principles and citizens must perform their duties towards others, society and nation.

### **Expected Course Outcomes:**

To introduce the philosophy of Constitution of India to students.  
To acquaint them with their freedoms and responsibilities.

## **UNIT 1: PHILOSOPHY OF THE INDIAN CONSTITUTION (5 Hours)**

- a) Constitutional History of India
- b) Role of Dr. B.R. Ambedkar in Constituent Assembly
- c) Preamble – Source and Objects
- d) Sovereign and Republic
- e) Socialist and Secular
- f) Democratic – Social and Economic Democracy
- g) Justice – Social, Economic and Political
- h) Liberty – Thought, Expression, Belief, Faith and Worship
- i) Equality – Status and Opportunity
- j) Fraternity, Human Dignity, Unity and Integrity of the Nation

## **UNIT 2: FUNDAMENTAL RIGHTS (10 Hours)**

- a) Right to equality
- b) Right to freedoms
- c) Right against exploitation
- d) Right to freedom of religion
- e) Cultural and educational rights
- f) Right to property
- g) Right to constitutional remedies

## **UNIT 3: DIRECTIVE PRINCIPLES OF STATE POLICY (10 Hours)**

- a) Equal Justice and free legal aid
- b) Right to work and provisions for just and humane conditions of work
- c) Provision for early childhood, Right to education and SC,ST, weaker section
- d) Uniform Civil Code
- e) Standard of Living, nutrition and public health
- f) Protection and improvement of environment
- g) Separation of Judiciary from executive
- h) Promotion of International peace and security

## **UNIT 4: FUNDAMENTAL DUTIES (5 Hours)**

- a) Duty to abide by the Constitution
- b) Duty to cherish and follow the noble ideals
- c) Duty to defend the country and render national service
- d) Duty to value and preserve the rich heritage of our composite culture
- e) Duty to develop scientific temper, humanism ,the spirit of inquiry & reform
- f) Duty to safeguard public property and abjure violence
- g) Duty to strive towards excellence

### **Text/Reference Books:**

- a) D. D. Basu, Introduction to the Constitution of India, LexisNexis
- b) Granville Austin, The Constitution of India: Cornerstone of a Nation, Oxford University Press
- c) Subhash Kashyap, Our Constitution, National Book Trust
- d) M.P. Jain, Indian Constitutional Law, LexisNexis

**Details of Syllabus:**

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

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

**Reference Books**

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

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

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

**Reference Books**

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



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

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

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Introduction to Environmental Geography	<ol style="list-style-type: none"> <li>1. Definition, Nature and scope of Environmental Geography.</li> <li>2. Types of Environment</li> <li>3. Importance of Environmental Geography</li> <li>4. Approaches to study of environmental Geography</li> </ol>	12	03
2	Ecosystem	<ol style="list-style-type: none"> <li>1. Meaning, concept and definition of ecosystem.</li> <li>2. Structure ( Biotic and Abiotic factors) and food chain, Tropic Level, food web, energy flow</li> <li>3. Types of ecosystem               <ol style="list-style-type: none"> <li>a) Equatorial Forest and</li> <li>b) Pond Ecosystem</li> </ol> </li> </ol>	12	
3	Biodiversity and its conservation	<ol style="list-style-type: none"> <li>1. Concept of biodiversity</li> <li>2. Economic value and potential of biodiversity</li> <li>3. Loss of biodiversity and hotspots in India</li> <li>4. Conservation of biodiversity</li> </ol>	12	
4	Environmental Pollution	<ol style="list-style-type: none"> <li>1. Concept of Pollution</li> <li>2. Air pollution-Causes, effects and control measures</li> <li>3. Water pollution-Causes, effects and control measures</li> <li>4. Soil pollution-Causes, effects and control measures</li> </ol>	12	

**Reference Book:**

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

**SEMESTER-I: PAPER-I****BO-111: PLANT LIFE AND UTILIZATION I (30 Lectures)****CREDIT-I****15 Lectures (15 Hours)****1. INTRODUCTION****3 L**

General outline of plant kingdom (**Lower Cryptogams**: Thallophytes- Algae, Fungi & Lichens; **Higher Cryptogams**: Bryophytes and Pteridophytes; **Phanerogams**: Gymnosperms and Angiosperms- Dicotyledons and Monocotyledons). Distinguishing characters of these groups and mention few common examples from each.

**2. ALGAE****9 L**

- 2.1: Introduction
- 2.2: General Characters
- 2.3: Classification (Bold and Wynne 1978) up to classes with reasons
- 2.4: Life Cycle of *Spirogyra* w.r.t. Habit, Habitat, Structure of thallus, structure of typical cell, Reproduction- Vegetative, Asexual and Sexual, systematic position with reasons
- 2.5: Utilization of Algae in Biofuel Industry, Agriculture, Pharmaceuticals, Food and Fodder

**3. LICHENS****3 L**

- 3.1: Introduction
- 3.2: General Characters
- 3.3: Nature of Association, forms- Crustose, Foliose and Fruticose.
- 3.4: Utilization of lichens.

**CREDIT-II****15 Lectures (15 Hours)****4. FUNGI****9 L**

- 4.1: Introduction
- 4.2: General Characters
- 4.3: Classification (Ainsworth, 1973)
- 4.4: Life Cycle of Mushroom- *Agaricus bisporus* w.r.t. Habit, Habitat, Structure of thallus, Structure of Sporocarp, Structure of Gill, Reproduction- Asexual and sexual, Systematic position.
- 4.5: Utilization of Fungi in Industry, Agriculture, Food and Pharmaceuticals.

**5. BRYOPHYTES****6 L**

- 5.1: Introduction
- 5.2: General Characters
- 5.3: Classification (G.M. Smith 1955)
- 5.4: Life Cycle of *Riccia* w.r.t. Habit, habitat, external and internal structure of thallus, Reproduction- vegetative, asexual and sexual- Structure of sex organs, fertilization, structure of mature sporophyte, structure of spore, systematic position with reasons.
- 5.5: Utilization: Bryophytes as ecological indicators, agriculture, fuel, industry and medicine.

(Development of sex organs not expected for all the above mentioned life cycles).

1.3 Linnaean system of classification (Six level classification: Phylum, class, order, family, genus, species)

1.4 Concept of Species: Biological & Evolutionary

1.5 Introduction to Binomial Nomenclature.

1.6 Introduction to Five kingdom system.

2. **General Features of kingdom Animalia** (02)

2.1 General characters of Kingdom Animalia, Grades of organization

2.2 Symmetry.

3. **Kingdom Protista (Phylum: Protozoa)** (07)

3.1 Introduction to Phylum Protozoa

3.2 Salient features of Phylum Protozoa

3.3 Classification of Phylum Protozoa up to classes with two examples of each class (names only).

Class Rhizopoda (e.g :*Entamoeba histolytica*, *Arcella*),

Class Mastigophora (e.g: *Euglena viridis*, *Trypanosoma gambiense*),

Class Ciliata (e.g *Paramecium caudatum*, *Opalina ranarum*),

Class Sporozoa (e.g *Plasmodium vivax*, *Toxoplasma gondii*)

3.4 Locomotion in Protozoa: Amoeboid, Ciliary and Flagellar with suitable examples

3.5 Type Study: ***Paramecium caudatum***: Classification, Habit and Habitat, External morphology, Feeding and digestion, Excretion, Reproduction (binary fission and conjugation)

3.6. Economic importance of Protozoa (three harmful and one useful protozoan)

3.6.1-**Harmful Protozoa:**

*Plasmodium vivax* (malarial parasite),

*Entamoeba histolytica* (Amoebic dysentery),

*Trypanosoma gambiense* (Gambian sleeping sickness).

3.6.2- **Useful Protozoa:**

*Trichonympha*

4. **Origin of Metazoa** (01)

4.1 Introduction Origin and importance of Metazoa

5. **Phylum Porifera** (06)

5.1. Introduction to Phylum Porifera

5.2 Classification of Phylum Porifera up to classes with two examples of each class (names only, no description of specimens).

Class Calcarea (e.g.: *Leucosolenia*, *Sycon* (*Scypha*))

Class Hexactinellida (e.g: *Euplectella* (venus flower basket), *Hyalonema* (glass sponge))

Class Demospongiae (e.g: *Chalina* (Mermaid's gloves, *Spongilla* (fresh water sponge))

5.3 Canal system in sponges: Ascon, Leucon and Rhagon type.

5.4 Skeleton in sponges: Spicules, its types:

Microscleres & Megascleres,

Monoaxon – monactinal, diactinal, Amphidiscs, Triaxon, Polyaxon, Spongin fibres.

5.5 Regeneration in sponges.

5.6 Economic importance of Phylum Porifera.

6. **Phylum: Cnidaria** (05)

6.1 Introduction to Phylum Cnidaria

6.2 Salient features of Phylum Cnidaria

6.3 Classification of Phylum Cnidaria up to class level with given examples each class (names of examples only)

Class Hydrozoa e.g.: *Hydra*, *Physalia* (Portuguese man of war)

Class Scyphozoa e.g: *Aurelia* (Jelly fish), *Leucernaria* (trumpet shaped Jellyfish)

Class Anthozoa: e.g; *Metridium* (Common sea anemone)

6.4 Polymorphism in Hydrozoa: Polyps & Medusa (polyp types: gastrozooids, dactylozooids, gonozooids) and functions

6.5 Economic importance of Cnidarians with reference to Corals and Coral reefs.

**SEC-II: CH-511: Skills Enhancing Course-II****[Credit -2, 36 L]****Choose one out of the two options, A and B.****CH-511 (A) : Environmental Chemistry**

Chapter No.	Title of Topic/Chapter	No. of lecture
1	Concepts and Scope of Environmental Chemistry	06
2	Hydrosphere and Water Pollution	10
3	Analytical Techniques in water Analysis	10
4	Water pollution and treatment methods	10
<b>Total</b>		<b>36</b>

**1: Concepts and Scope of Environmental Chemistry (06L)**

Introduction, Environmental Pollution and Classification, Units of concentration, Segments of Environment, Biogeochemical cycles of C, N, P, S and O system

Reference: 1, 2, 3

**Aims and objectives:** -Students should know:

- Importance and conservation of environment.
- Importance of biogeochemical cycles

**2: Hydrosphere and Water Pollution (10L)**

Water resources, Hydrological Cycle: stages of hydrological cycle and chemical composition of water bodies, Microbially mediated aquatic reactions, Classification of water pollutants

Organic and Inorganic pollutants, Sewage and Domestic waste, Sediments, Detergents, Pesticides, Eutrophication, Sampling and monitoring water quality parameters: pH, D.O. (Winkler Method), COD, TOC, Total hardness, free chlorine.

Reference: 1 Page no -47-62,

**Aims and Objectives:-** Students should know:

- Water resources
- Hydrological Cycle
- Organic and inorganic pollutants
- Water quality parameters

**3. Analytical Techniques in water Analysis (10 L)**

Water quality parameters and standards, domestic water quality parameters, surface water, sampling, preservation, Monitoring techniques and methodology (pH, conductance, DO, ammonia, nitrate and nitrite, Cl, F, CN, Sulfide, sulphate, phosphate, total hardness, boron, metals and metalloids- As, Cd,

Cr, Cu, Fe, Pb, Mn, Hg (Exclude polarographic and AAS methods), COD, BOD, TOC, phenols, pesticides, surfactants, tannis and lignins, E. Coli, Case studies of water pollution.

Ref-1: 225-278

#### 4. Water pollution and treatment methods (10 L)

Water pollutants, Eutrophication, Waste water treatment (domestic waste water, aerobic treatment, anaerobic treatment, upflow aerobic sludge bed, industrial waste water treatment, drinking water supplies, Trace elements in water, chemical speciation (Cu, Pb, Hg, As, Se, Cr)

Ref-1: 167-225

**Reference-1:** Environmental Chemistry – A. K. De, Third Edition (Wiley)

#### Additional References:

1. Environmental Chemistry – A. K. De, 5th Edition (New age international publishers)
2. Environmental Chemistry – A. K. Bhagi and C. R. Chatwal (Himalaya Publishing House)
3. Environmental Chemistry – H. Kaur 2nd Edition 2007, Pragati Prakashan, Meerut, India
4. Environmental Chemistry – J. W. Moore and E. A. Moore (Academic Press, New York)
5. Basic Concepts of Analytical Chemistry: S. M. Khopkar, Wiley Eastern (1995)

### CH-511 (B) : Cheminformatics

Chapter No.	Title of Topic/Chapter	No. of lecture
1	Introduction to Cheminformatics	02
2	Representation of Molecules and Chemical Reactions	10
3	Searching Chemical Structures	06
4	Applications of Cheminformatics	18
<b>Total</b>		<b>36</b>

#### 1. Introduction to Cheminformatics [02L]

- 1.1. History and progression of cheminformatics
- 1.2. Significance of cheminformatics
- 1.3. Prospects of cheminformatics and Molecular Modelling

#### Learning Outcomes:

1. Students should understand the significance of cheminformatics in the modern practices of chemical science
2. Students should learn the necessity of cheminformatics in chemical science

**Ref. 2. (Page no. 4-11 and relevant pages)**

#### 2. Representation of Molecules and Chemical Reactions: [10L]

- 2.1. Nomenclature

## Proposed Syllabus for the Course

### "A Certificate Course in Vermi-composting"

#### Paper-I (Theory) 30 Hrs.


- |   |    |
|---|----|
| 1. Vermitechnology-   | 02 |
| a. Definition   |    |
| b. History  |    |
| c. Growth and development in other countries & India, significance.   |    |
| 2. Vermiculture and Vermicomposting –   | 02 |
| a. Definition   |    |
| b. scope and importance   |    |
| 3. Biology Of Earthworms  | 05 |
| a. Key to identify the species of earthworms.   |    |
| b. Choosing the right worm. Useful species of earthworms,<br>Local species of earthworms, Exotic species of earthworms.   |    |
| c. General characters & Anatomy.  |    |
| d. Economic importance of Earthworms.   |    |
| 4. Method of Vermicomposting  | 08 |
| a. Small Scale vermicomposting of wastes in field pits,<br>ground heaps, tank method.   |    |
| b. Large Scale vermicomposting in roof shed method,<br>static pile windrows, top fed windrows, wedges & bin method,   |    |
| c. Harvesting and collection of the compost, storage,   |    |
| d. Vermiwash: collection, composition & use.  |    |
| 5. Applications of vermitechnology –  | 04 |
| a. Vermiculture Bio-technology  |    |
| b. Nutritional Composition of Vermicompost for plants,<br>comparison with other fertilizers   |    |
| c. Vermicomposting- use of vermicastings in organic farming/horticulture,<br>earthworms for management of municipal/selected biomedical solid<br>wastes; as feed/bait for capture/culture fisheries; forest regeneration.   |    |
| 6. Future perspectives –  | 03 |
| a. Predator / pathogen control in wormeries; Potentials and<br>constraints for vermiculture in India.   |    |
| b. Marketing the products of vermiculture – quality control,<br>market research, marketing techniques – creating the demand<br>by awareness and demonstration, advertisements, packaging<br>and transport, direct marketing |    |



Proposed Syllabus for  
**"A Certificate Course in Vermi-composting"**

**Paper-II (Practical) (16 Hrs.)**

1. Key to identify different types of earthworms
2. Field trip- Collection of native earthworms & their identification
3. Study of systematic position, habits, habitat & External characters of *Eisenia fetida*
4. Study of Life stages & development of *Eisenia fetida*
5. Study of Life stages & development of *Eudrilus eugeniae*
6. Comparison of morphology & life stages of *Eisenia fetida* & *Eudrilus eugeniae*
7. Study of Vermiculture, Vermiwash & Vermicompost equipments, devices
8. Preparation vermibeds, maintenance of vermicompost & climatic conditions.
9. Harvesting, packaging, transport and storage of Vermicompost and separation



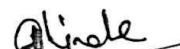
**Dr. Ram S. Tambe**  
Subject Expert



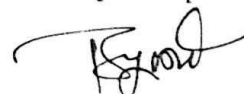
**Mr. Prashant L. Pulate**  
Industry Representative



**Prof. Dattatray V. Lokhande**  
Subject Expert



**Miss. Arti N. Shinde**  
Subject Expert



**Mr. Prakash D. Pulate**  
Co-ordinator



Principal

Pravara Rural Education Society's  
Arts, Science and Commerce College, Kolhar

## **Environmental Studies (AECC)**

### **Unit 1 : Introduction to environmental studies**

- ☐ Multidisciplinary nature of environmental studies;
- ☐ Scope and importance; Concept of sustainability and sustainable development.

### **Unit 2 : Ecosystems**

- ☐ What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

### **Unit 3 : Natural Resources : Renewable and Non-renewable Resources**

- ☐ Land resources and land use change; Land degradation, soil erosion and desertification.
- ☐ Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- ☐ Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- ☐ Energy resources : Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

### **Unit 4 : Biodiversity and Conservation**

- ☐ Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- ☐ India as a mega-biodiversity nation; Endangered and endemic species of India
- ☐ Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- ☐ Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

### **Unit 5 : Environmental Pollution**

- ☐ Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- ☐ Nuclear hazards and human health risks
- ☐ Solid waste management : Control measures of urban and industrial waste.
- ☐ Pollution case studies.

### **Unit 6 : Environmental Policies & Practices**

- ☐ Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

- ☐ Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- ☐ Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

### **Unit 7 : Human Communities and the Environment**

- ☐ Human population growth: Impacts on environment, human health and welfare.
- ☐ Resettlement and rehabilitation of project affected persons; case studies.
- ☐ Disaster management : floods, earthquake, cyclones and landslides.
- ☐ Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- ☐ Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- ☐ Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

### **Unit 8 : Field work**

- ☐ Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- ☐ Visit to a local polluted site---Urban/Rural/Industrial/Agricultural.
- ☐ Study of common plants, insects, birds and basic principles of identification.
- ☐ Study of simple ecosystems---pond, river, Delhi Ridge, etc.



## Photographs of Various Activities



“The dignitaries present on the occasion of inauguration ceremony of the workshop on My Mother in My college



“Hon’ble Mrs. Mandatai Chavan was guided the college students in the one day workshop on My Mother in My college

वर्ष : १४०

Regd.No. PCW/002/2018-2020-S.P.College Pos

# कल्याण

• अंक ४२ • पृष्ठ : १२ • पाच रुपये • बुधवार १२ फेब्रुवारी २०२०, पुणे C (अहमदनगर आ

### वैचारिक क्रांती होण्यासाठी महिलांनी एकत्र येणे आवश्यक : श्रीमती मंदाताई चव्हाण

कोल्हार, (वार्ताहर) : महिलांमध्ये कर्तृत्वाची अलोट शक्ती असते. या शक्तीला प्रकट करण्याची संधी मिळणे अन महिलांची इच्छाशक्ती. प्रबळ असली तर जीवनाच्या कोणत्याही क्षेत्रात महिलांना आपले कर्तृत्व सिद्ध करता येते. मात्र असल्याचे प्रतिपादन सामाजिक कार्यकर्त्या व प्रगतिशील शेतकरी श्रीमती मंदाताई चव्हाण यांनी केले.

कोल्हार येथील लोकनेते डॉ. बाळासाहेब विखे पाटील प्रवरा ग्रामीण शिक्षण संस्थेच्या कला विज्ञान व वाणिज्य महाविद्यालय व सावित्रीबाई फुले पुणे विद्यापीठ विद्यार्थी विक्रम मंडळाच्या संयुक्त विद्यमाने 'माझी आई माझ्या महाविद्यालयात' या उपक्रमाच्या निमित्ताने व आयोजित कार्यक्रमात प्रमुख पाहुणे म्हणून बोलत होत्या. अध्यक्षस्थानी महाविद्यालयाचे प्राचार्य डॉ. सोपान शिंगोटे होते.

श्रीमती चव्हाण उपस्थित महिलांना मार्गदर्शन करताना म्हणाल्या महिलांपुढे अनेक प्रश्न, समस्या सातत्याने उभ्या असतात. त्यांच्याशी संघर्ष केला पाहिजे. संघर्षशिवाय उत्कर्षाकडे जाता येत नाही म्हणून महिलांनी प्राप्त परिस्थितीशी संघर्ष करायला शिकून स्वतः आत्मनिर्भर बनले पाहिजे. महिलांनी स्वतः शिका आणि आपल्या मुलांनाही शिकवा हा मंत्र जपला पाहिजे.

याप्रसंगी सात्रळ महाविद्यालयाच्या प्राचार्या श्रीमती जयश्री सीनगर म्हणाल्या महिला सर्वच क्षेत्रात आघाडीवर आहेत. आपणही प्रयत्नपूर्वक उत्कर्षाचा मार्ग स्वीकारावा. महिलांनी अर्थात आईने महाविद्यालयात येऊन आपल्या पाल्याची माहितीही घेतली जावी जेणेकरून आपली मुलं काय करतात याची जाणीव होईल.

उपस्थित महिलांच्यावतीने सौ. कोळपकर ताई व अनेक महिलांनी आपले मनोगत व्यक्त केले. कार्यक्रमाचे प्रास्ताविक डॉ. रंजना दिघे यांनी केले तर समनव्यक डॉ. विजय खर्डे यांनी आभार मानले. यावेळी उपप्राचार्य डॉ. अर्चना विखे, डॉ. भाऊसाहेब नवले, डॉ. राजेंद्र बडमारे, डॉ. प्रतिभा विखे, प्रा. कविता राऊत व मोठ्या संख्येने माता व विद्यार्थी उपस्थित होते.

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Hon. Dr. Suvarna Benke delivered lecture on “Personality Development for Women student



Inaugural of Rangoli and poster presentation programme



Dr Chandrakant Rudrakshe delivering lecture on “Women Empowerment”.



Girl student, Miss. Vaishnavi Dokhe draping as Rajmata Jijau, presenting speech and student representative, Miss. Aarti Navgire, anchor of the program



Dr. Archana Vikhe presenting Welcome note and Introduction to the programme, Nirbhaya Kanya Abhiyaan- Programme on 21.02.2022



The Chief Guest, Mrs. Samrudhi Panse, Counselor, Baya Karve and Spark Institute, Pune, topic of “Women and Personality Development”.





Miss. Pooja Dilip Patil Bankar, Advocate, High Court, Aurangabad guiding the teachers and students on 'Laws related to Women's Rights and it's Implications'



Vice Principal of Padmashri Vikhe Patil College, Loni, Prof. Chhaya Galande guided the girls on "Women's Situational Decision Making Ability"



Dr. Sunil Kawade delivering lecture on Relevance of Gandhian Thoughts in Contemporary Society



Students participated in one day workshop on Relevance of Gandhian Thoughts in Contemporary Society



Mr. A. A. Landge delivering lecture on Voter awareness



Mr. A. G. Darandale delivering lecture on Voter awareness



On the occasion Students taking oath for fair voating



Students participate in rally of voter awareness





Institute has best practice Eco-friendly Shree Ganesh Festival and Immersion.



Mr. G. T. Shirole delivered lecture on Awareness of Renewable Energy Sources



Blood donation camp organized by NSS department



*[Signature]*  
I/c PRINCIPAL  
Arts, Science & Commerce College  
Kolhar, Tal. Rahata, Dist. Ahmednagar.