B. A. English Language [Major] (4 Credits)

Semester I, II, III, IV

To be implemented from the session 2025-26 and onwards.

Revised Marks Distribution (4 Credits)

Unit	(Theory 80)		Continuous Internal Evaluation (20)
	SAQs	VSAQs	
Unit I	10		10
Unit II	15	15	
Unit III	15	15	
Unit IV		10	10
Total	**40**	**40**	**20**

Question Paper Pattern (4 Credits)

Q1) A] **ONE** out of **TWO** SAQs to be answered in about 50 words. (Unit 1, 1.3) **5 Marks**

B] **ONE** out of **TWO** SAQs to be answered in about 50 words. (Unit 1, 1.4) **5 Marks**

Q2) A] **THREE** out of **FOUR** SAQs to be answered in about 50 words each. (Unit II) **5x3=15 Marks**

B] **FIVE** VSAQs to be answered in one or two sentences each. (Unit II)

5 Marks

C] **Ten** VSAQs based on Applied Grammar. (Unit II) **1×10=10 Marks**

Q3) A] **THREE** out of **FOUR** SAQs to be answered in about 50 words each.. (Unit III) **5x3=15 Marks**

B] **FIVE** VSAQs to be answered in one or two sentences each. (Unit III) **5 Marks**

C] **TEN** VSAQs based on Poetic Devices and Soft Skills. (Unit III)

1x10=10 Marks

Q4) A] **Five** VSAQs. (Unit IV) **[4.1, 4.2]** **5 Marks**

B] **Five** VSAQs. (Unit IV) **[4.3, 4.4]** **5 Marks**

B. A. English Language (Major/ Minor) (2 Credits)

Semester I, II, III, and IV

To be implemented from the session 2025-26 and onwards

Revised Marks Distribution (2 Credits).

Unit	(Theory 40)		Continuous Internal Evaluation (10)
	SAQs	VSAQs	
Unit I	05	05	05
Unit II	05	10	
Unit III	05	05	
Unit IV	05	00	05
Total	**20**	**20**	**10**

Question Paper Pattern (2 Credits)

Q1) A] **ONE** out of **TWO** SAQs to be answered in 50 words. (Unit 1, **1.3 & 1.4**) **05 Marks**

B] **Five** VSAQS to be answered in one or two sentences each. (Unit 1)

05 Marks

Q2) A] **ONE** out of **TWO** SAQs to be answered in 50 words. (Unit II) **05 Marks**

B] **Five** VSAQs to be answered in one or two sentences each. (Unit II)

05 Marks

C] Five VSAQS on Applied Grammar Skills. (Unit II)

05 Marks

Q3) A] **ONE** out of **TWO** SAQs to be answered in 50 words. (Unit III) **05 Marks**

B] **Five** VSAQs to be answered in one or two sentences each. (Unit III) **05 Marks**

Q4) A] **ONE** out of **TWO** SAQs to be answered in 50 words. (Unit IV) **05 Marks**

NOTE: Continuous Internal Evaluation will be based on Unit I and Unit IV. CIE should be based on Assignment, Classroom activities, attendance and Viva-voce.

Compulsory English

Bachelor of Arts (B.A.) Part I
Compulsory English
First Semester
(To be implemented from the Academic Session 2022-23)

Theory Marks: 80 **Internal Assessment Marks: 20**

Course Outcomes

- Learners will be motivated through the Life Sketches of successful sportspersons
- Learners will understand the structure of sentences through prescribed grammar
- Learners will be able to draft an impressive application and resume for a job
- Learners will develop confidence in grasping and understanding the English language and its usage

Prescribed Textbook

Alluring Aroma (A Textbook of Compulsory English as per NEP 2020)
(Macmillan Education)
Chief Editors: Ajiet Jachak, Kapil Singhel, Madhavi Moharil
Co-editors: Sujata Chakravorty, Nitin Mathankar, Shailesh Bahadure, Sobal Rose G. Veliannur

Unit I (Prose)

- What We Must Learn from the West – Narayan Murthy
- The Super Mom Mary Kom
- The Naive Friends – Munshi Premchand
- Fur – Hector Hugh Munro (Saki)

Unit II (Poetry)

- Kali, the Mother – Swami Vivekananda
- Don't Quit – Edgar Albert Guest
- In the Bazaars of Hyderabad – Sarojini Naidu
- Walk by Moonlight – Henry Derozio

Unit III (Writing Skills)

A. Business Communication Part I
   1. Job Application, Resume Writing
   2. Invitations (Formal and Informal), Complaint Letter
B. Skills based on the prescribed textbook

Unit IV (Language Study)

A. Parts of Speech, Articles
B. Vocabulary Building – Synonyms, Antonyms, Homonyms

Internal Assessment: Picture Comprehension. Students will be shown a picture and will be asked to explain it in 200 words.

Moharil. V.V. Bhagdate P.S. Kane

Bachelor of Arts (B.A.) Part I
Compulsory English
Second Semester
(To be implemented from the session 2022-23)

Theory Marks: 80 **Internal Assessment Marks: 20**

Course Outcomes

- Learners will be able to apply the basics of the English language.
- Learners will be able to ascend towards more complex reading and comprehension.
- There will be an enhancement in learner's vocabulary skills of the learners
- Learners will have improved drafting skills

Prescribed Textbook:

Alluring Aroma (A Textbook of Compulsory English as per NEP 2020)
(Macmillan Education)
Chief Editors: Ajiet Jachak, Kapil Singhel, Madhavi Moharil
Co-editors: Sujata Chakravorty, Nitin Mathankar, Shailesh Bahadure, Sobal Rose G. Veliannur

Unit I (Prose)

- When Telegrams Were Bad – Sudha Murthy
- The First Woman Jawan Shanti Tigga
- The Antidote – R. K. Narayan
- The Conjurer's Revenge – Stephen Leacock

Unit II (Poetry)

- The School Boy – William Blake
- Whom Dost Thou Worship – Rabindranath Tagore
- Sympathy – Paul Lawrence Dun Bar
- Lord Ullin's Daughter – Thomas Campbell

Unit III (Writing Skills)

A. Business Communication Part II
   1. Advertisement Writing – Vacancies, Property to Sell/Product for Sale
   2. Meeting – Notices, Agenda, Minutes

B. Skills based on the prescribed textbook

Unit IV (Language Study)

A. Tenses, Degrees of Comparison
B. Vocabulary Building – Prefix/ Suffix, Paronyms

Internal Assessment

Writing a review of a Movie/Adaptation of any Indian novel in about 200 words

RTM NAGPUR UNIVERSITY NAGPUR

Choice Based Credit System (CBCS)

Syllabus for B.A: 3rd Semester

To be effective from the Academic Session 2022-23

CORE BANKING AND FINANCE

Course Outcomes:

1. This course will enable the students to analyse various trends in Banking and Financial institutions.
2. Students will be able to compare different types of banking institutions for their efficiency in providing finance to the various categories of industries and businesses.
3. The study of the technology of core banking and retail banking will make students to be employable in banking systems and they will find opportunities to seek the jobs in banking and finance sector.
4. The students will be able to understand the role of various types of banking and financial institutions and shall be give suggestions for improvement
5. The course will make students to understand major policy debates on monetary policy and shall be able to give suggestions.
6. The study of money market and financial markets will make to understand basic theoretical foundations of their working and promote to study the methodological functioning of these markets which will open opportunities for them to get employments.

SYLLABUS

UNIT – I: CORE Banking System & Solution

System of CORE Banking in India, History, Meaning, Objectives, Need, Features of CORE Banking, Advantages to Consumers and Bank, Elements of CBS-Internet & Mobile Banking, ECS in India – NEFT, RTGS, Electronic Funds Transfer point of scale (EFTPOS), Role of RBI in payment systems, Society for worldwide Interbank Financial Telecommunications

E-Banking

Concept, Meaning, Need & scope of E-Banking, Models of E-Banking, Advantages and Constraints in E-Banking, Advent of E-Banking in India, Impact of E-Banking on Commercial Banks, E-Banking Products – ATM, Credit Card, Point of sale (POS), Debit Cards, Smart Cards, E-money, D-MAT account, MICR cheque transactions, Risk in E- Banking and management

UNIT – II: Retail Banking

Meaning, Features, Significance, History, Role of Retail Banking, Retail & Wholesale Banking system, Bank customer relationship

Retail Banking Services

Banking Services – Personal, Corporate, Business, Recovery process in Retail Banking, Opportunities & Challenges in Retail Banking in India

UNIT – III: Banking & Financial Institutions in India

Commercial Banks and functions, Cooperative Banks, Regional Rural Banks and their role in credit supply, Reforms in Banking and Finance, Credit rating in India, Credit creation by commercial banks, Nationalisation of commercial banks, Non-performing Assets (NPA)

Reserve Bank of India – Traditional and Developmental Functions, Monetary Policy, Objectives, Instruments, RBI's Rural and Industrial Finance

UNIT – IV: Money and Financial Markets

Structure, Developed and Underdeveloped Money Markets, Money market in India – Importance, Features, Instruments, Measures to strengthen money market in India

Capital Markets in India

Stock exchange, Importance of stock exchanges, National and Bombay stock exchanges – Sensex and NIFTY, Methods of floating new issues, Types of shares and debentures, The Securities and Exchanges Board of India (SEBI), Objectives and role

Recommended Books:

1. Reddy C.N, Electronic & Internet Banking, Rearl Books, Delhi
2. Raydher C.S, E-Commerce & E-Banking, Himalya Publishing House, New Delhi
3. Loloyd B Thomas, Money, Banking & Financial Markets, McGraw Hill Primis Custom Publishing House
4. Vasu Deva, E-Banking, Common Wealth, New Delhi
5. A Gajendran, Banking & Financial System, Vrinda Publication Ltd,, Delhi
6. Bhole, L M (2001), Financial Markets and Institutions, Tata Mcgraw Hill, Delhi
7. Uppal RK & Pooja (2015), Transformation in Indian Banks-Search for better tomorrow, Sarup Book Publisher Private Ltd., New Delhi
8. Mehrotra, Shyam Ji (2011), New Dimensions of Bank Management, Skylark Publications, New Delhi
9. डॉ. गजानन पाटील, स्थूल अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
10. डॉ. रामदास माहोरे, मौद्रिक अर्थशास्त्र, साईज्योती प्रकाशन, नागपूर

RTM NAGPUR UNIVERSITY NAGPUR

Choice Based Credit System (CBCS)

Syllabus for B.A: 4th Semester

To be effective from the Academic Session 2022-23

INDIAN ECONOMY

Course Outcomes:

1. This course will use appropriate analytical frameworks to review major trends in economic indicates in the India in post-independence period.
2. It will examine various paradigm shifts and turning points in policy debates in India.
3. It enables students to examine sector specific policies and their impacts in shaping trends in key economic indicators in India. And they will be able to give constructive suggestion for further developments.
4. The course will be able to highlight major policy debates and evaluate the Indian empirical evident to update the major changes of Indian Economy.

SYLLABUS

UNIT – I: ECONOMIC DEVELOPMENT SINCE INDEPENDENCE

Major features of Indian Economy, Post-independence period changes in composition of National Income and employment, Income inequality

Natural resource base of Indian Economy, Population: Size, Growth, Composition and its implications for Indian Economy, Human Development Index, Gender development index, Sustainable development, Goals, Inclusive growth in Indian economy, Unemployment, Poverty Multi-dimensional poverty and poverty alleviation in India

Five-year Plans: Objectives and Achievements and NITI Aayog

UNIT – II: INDIAN AGRICULTURE

Nature and role of agriculture in Indian Economy, Cropping pattern, Production and productivity trends, Agricultural holdings and Land Reforms, Agricultural inputs and Green Revolution, Agricultural Finance, Agricultural Marketing and Agricultural Price Policy in India, Cooperative movement and Indian Agriculture, Food security and Public Distribution System in India

UNIT – III: INDUSTRIAL SECTOR IN INDIA

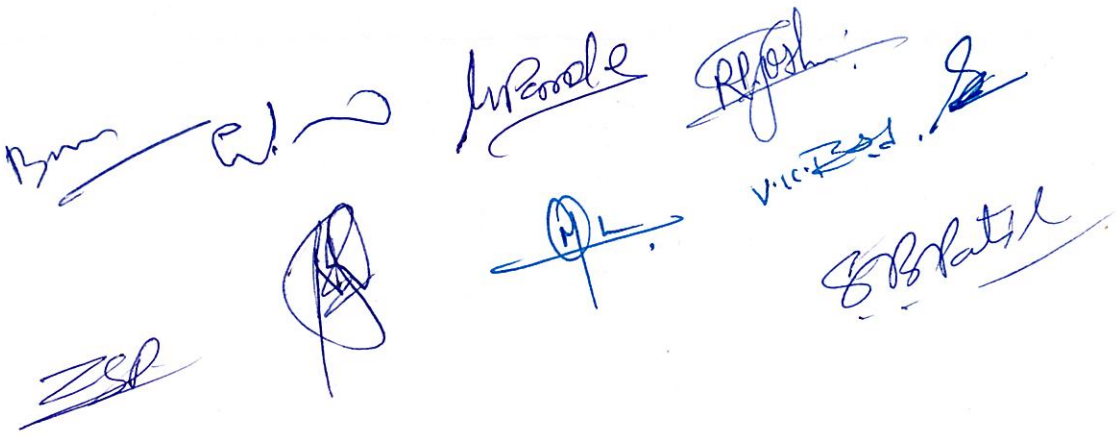
Structure, performance and problems of Industries in India. Public Sector and Private Sector Industries in India. MSME Industries, Industrial Finance, Monopoly and Concentration of Industries, Industrial Sickness in India, Industrial Labour, Industrial Relations and Social security in India

UNIT – IV: INTERNATIONAL SECTOR & INDIAN ECONOMY

Composition and direction of India's Foreign Trade, Balance of Payments, Foreign Trade Policy, Multilateral and Bilateral trade of India, BRICS and Its impact on Indian Economy, Effect of L.P.G, GATT and WTO, Effect of WTO on Indian Economy, TRIPS and TRIMS, Foreign Direct Investment, Multinational Corporation, Trade agreements

Recommended Books:

1) Agrawal A.N.- Indian Economy, Vishwa Prakashan, New Age International Ltd. New Delhi.
2) Mishra S. K. & V. K. Puri- Indian Economy- Himalay Publication
3) Ruddar Datt and Sundharam- Indian Economy, S-Chand, New Delhi
4) Bimal Jalan -Problems of Indian Economy
5) रूद्र दत्त एव के.पी.एम. सुदरम, भारतीय अर्थव्यवस्था
6) मिश्रा एंव पुरी – भारतीय अर्थव्यवस्था, हिमालय प्रकाशन, नई दिल्ली
7) डॉ. गजानन पाटील, भारतीय अर्थव्यवस्था, कस्तुरी प्रकाशन, नागपूर
8) डॉ. रामदास माहोरे, भारतीय अर्थव्यवस्था, साईज्योती प्रकाशन, नागपूर



RTM Nagpur University Nagpur

Choice Based Credit System

Syllabus for B.A : Fifth Semester

DEVELOPMENT AND INTERNATIONAL ECONOMICS

Course Outcome:

To explain development and economic growth theories, international trade theories and related economic development theories.

Learn hardcore economic prescriptions to development, concerns hitherto related to background like education, health, sanitation and infrastructural development, have found a place of pride in explaining with reference to various economics.

The student will be acquired with economic concepts and models of international trade as well as trade policies.

Student will become aware about international trade blocks and their importance.

Syllabus:

Unit 1 : Economics of Growth and Development

Meaning of economic Growth and Development, Indicators and measurement of economic development- human development index, inequality adjusted HDI - gender equality index, Multi-Dimensional Poverty Index. Inclusive growth, Sustainable Development Goals and Objectives.

Unit 2 :Theories of Economic Growth and Development

Theories of Adam Smith, David Ricardo, Karl Marx and Schumpeter
Lewis model of Unlimited Supply, Theories of Nurkse, Balance Growth Strategy and Hirschman's Unbalance Growth Strategy, Hydel model, Harrod-Domer growth model, Kaldor's growth model.

Unit 3 :Theories of International Trade

Meaning, Salient Features and Importance of International and inter-regional Trade, Ricardo, Haberler, Heckscher-Ohlin and J. S. Mill's Theory of International Trade. Role of dynamic factors, i.e., changes in tastes, technology and factor endowments. Terms of Trade and Gains from Trade

Unit 4 :India's International Trade

Composition and Direction of India's International Trade, Foreign Trade Policy, Export Promotion, Bilateral, Multilateral, Free and Preferential Trade Agreements. GATT and WTO, WTO and India, MNC's and FDI.

Books Recommended:

1. Jhingan M.L., International Trade and Finance, 2014, Vrinda Publication, New Delhi.
2. Cherunilum Framcis (2008), International Economics, Tata McGraw Hill.
3. Mithani D.M., International Economics, Himalaya Publishing house, Nagpur.
4. Salvatore Dominick (2002), International Economics, (Latest edition), John Wiley and Sons, Singapore
5. Feenstra Robert C. (2004), International Trade: Theory and Evidence, Princeton, University Press, Princeton.
6. Grimwade Nigel (2001). International Trade, (Latest edition), Routledge. London.

RTM Nagpur University Nagpur

Choice Based Credit System

Syllabus for B.A : Sixth Semester

CONSUMER ECONOMICS

Course Outcome:

They get an opportunity to learn about the practical aspects of money management. The knowledge of this aspect would be useful to them in planning their future status as family leaders in dealing with these vital issues.

About the importance of money savings and investment etc so that they can enlighten their elders in managing the family income systematically.

To learn practical aspects of the market and the way in which they can use their knowledge in developing appropriate buying strategies and in learning how to face the problem of consumer grievances etc.

The learning of the various aspects specified in the course content will help the students in developing them as good managers of family income and also as wise customers in the market. The tools of redressal of consumer grievances and the legal steps involved in consumer protection have very useful sources of information in facing the problems as consumers and in fighting against unfair trade practices of the traders and manufactures.

Syllabus:

Unit 1 : Principles of Consumer economics

Consumer in microeconomics. Consumer buying behaviour-definition and types, factors affecting consumers behaviour- cultural, social, personal, psychological.

Consumer product information, product advertising- definition and methods. Economic models of household consumption, pattern of household consumption.

Consumer sovereignty. Consumer confidence, economic indicators, revealed preference theory, role of buying process, product differentiation in market, consumer awareness.

Unit 2 : Consumer and Welfare

Types of consumers primary, secondary, tertiary and Apex, Conspicuous consumption, permanent income hypothesis, impact of e-commerce, consumer and social policy, financial management, consumer's financial and economic well-being.

Consumer education, consumer fraud due to advertising, miss representation about goods and services, inferior quality of products, inadequate medical services. Government policies and consumer well-beings. Consumer Movement in India.

Unit III : Consumer Protection

Rights given to consumers, Consumer Protection Act 1986- salient features, objectives, meaning of consumer protection, consumer protection councils, Consumer Disputes Redressal Agencies, Difference between CPA 1986

and 2019. Scope of Consumer Protection Act. Quality and Standardization- role of ISI, Indian Standard Mark, AG mark, Hall mark, Licensing, Role of International Organization for Standardization.

Unit IV : Role of Regulatory Authorities and leading cases decided under CPA

RBI and Banking Ombudsman, IRDA and Insurance Ombudsman, TRAI, The Food Safety and Standards Authority of India (FSSAI), Electricity Regulatory Commission, Real Estate Regulatory Authority.

Leading cases decided under CPA by supreme court related to medical negligence, banks, insurance, housing and real estate, electricity and Telecom services, Education and defective products.

Books Recommended:

1. Khanna, Sri Ram, Savita Hanspal, Sheetal Kapoor, and H.K. Awasthi. (2007) *Consumer Affairs,* Universities Press.
2. Choudhary, Ram Naresh Prasad (2005). *Consumer Protection Law Provisions and Procedure,* Deep and Deep Publications Pvt Ltd.
3. G. Ganesan and M. Sumathy. (2012). *Globalisation and Consumerism: Issues and Challenges*, Regal Publications
4. Suresh Misra and Sapna Chadah (2012). Consumer Protection in India: Issues and Concerns, IIPA, New Delhi
5. Rajyalaxmi Rao (2012), *Consumer is King,* Universal Law Publishing Company
6. Girimaji, Pushpa (2002). *Consumer Right for Everyone* Penguin Books.
7. *The Consumer Protection Act, 1986 and its later versions.*

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY
Bachelor of Arts ENGLISH LITERATURE
BA Part- II THIRD SEMESTER

Literatures in English of the 18th Century

(To be implemented from the session 2023-2024 onwards)

Theory – 80 Marks **Internal Assessment – 20 marks**

Course Outcomes:
The students will be able:

- To apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres
- To describe the critical ideas, values, and themes.
- To write analytically, using language competencies
- To understand the different varieties of literatures
- To inculcate in their academics ethical, moral, national and cultural values

Text Prescribed Selections from Literatures in English of the 18th and 19th Centuries
Chief Editors: Pranjali Kane, Suchita Marathe, Soma Banerjee
Co-editors: Vaishali Meshram, Shraddha Deshpande, Malti Panga, Abhirami George Mankunnell

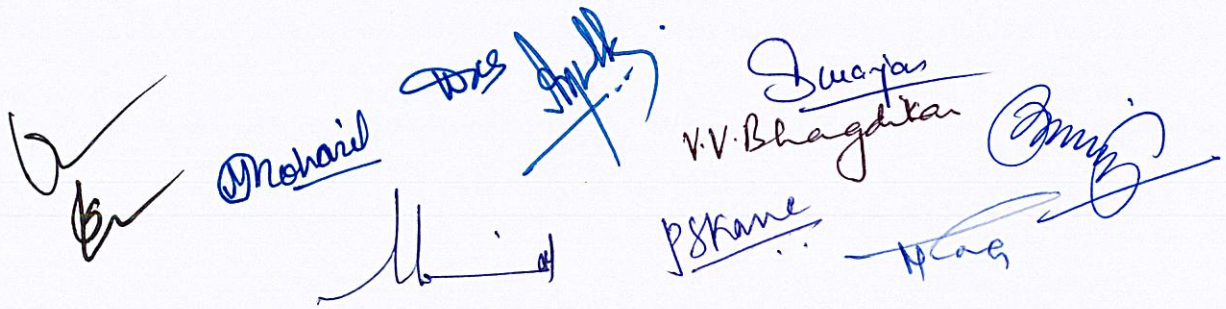
Unit – I **20 marks**
Background Reading and Literary Terms

Section A: Historical, Social and Cultural Background

1. Distinguishing Features of the Augustan Age (1700-1745)
2. Distinguishing Features of the Age of Sensibility (1745-1785)
3. The French revolution and its Effect on English Literature
4. Distinguishing Features of the 18th Century Romanticism
5. The Industrial Revolution in England
6. Reasons for the Rise of the novel in the 18th Century.
7. Distinguishing features of Transitional Poetry

Section B: Literary Terms

1. The Epistolary Novel
2. The Gothic Novel
3. The Historical Novel
4. The Graveyard Poetry
5. The Periodical Essay
6. The Elegy
7. The Ode



Unit – II **20 marks**

Poetry

1. Thomas Gray – Elegy Written in a Country Churchyard
2. William Wordsworth – The World Is Too Much With Us
3. Samuel T Coleridge - Kubla Khan
4. P B Shelley – Ode to the West Wind
5. John Keats – Ode on a Grecian Urn
6. Lord Byron – She Walks in Beauty

Unit- III **20 marks**

The Novel (Non – Detailed Study)

Jane Austen – Pride and Prejudice, (Macmillan Abridged Series)

Unit -IV **20 marks**

Drama (Detailed Study)

Oliver Goldsmith – She Stoops to Conquer, (Macmillan Students Classics)

Internal Assignment **20 marks**

1. Project Work

A researched article of 300-350 words on **any one** of the following topics: **10 marks**

1. Dr Samuel Johnson's Dictionary
2. The Preface to the Lyrical Ballads: Wordsworth and Coleridge
3. The Poetry of Shelley, Keats, and Byron
4. Women Novelists of the Romantic Age
5. Gothic Novels with special reference to,' The Woman in White'
6. The Graveyard Poets
7. Adam Smith's 'The Wealth of Nations'
8. The Literature of the Bronte Sisters.

2. Viva Voce **5 marks**

3. Online certificate course on Literary Appreciation **5 marks**

Students will write a critical appreciation in 250 words of a poem/extract from a short story/novel/play/essay.

Recommended Reading

- M H Abrams, The Mirror and the Lamp: Romantic Theory and the Critical Tradition, Oxford University Press
- The Rise of Supernatural Fiction, 1762- 1800. Cambridge University Press
- English Literature: The Romantic Age, Orient Blackswan
- The Romantic Ideology by Jerome J Mc Gann
- A Glossary of Literary Terms by M H Abrams
- The Romantic Imagination: C M Bowra

V.V. Bhagdikar

P.S. Kane

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY
ENGLISH LITERATURE
BA Part II FOURTH SEMESTER

Literatures in English of the 19th Century
(To be implemented from the session 2023-2024 onwards)

Theory – 80 Marks **Internal Assessment – 20 marks**

Text Prescribed

Selections from Literatures in English of the 18th and 19th Centuries
Chief Editors: Pranjali Kane, Suchita Marathe, Soma Banerjee
Co-editors: Vaishali Meshram, Shraddha Deshpande, Malti Panga, Abhirami George Mankunnell

Unit – I **20 marks**
Background Reading and Literary Terms
Section A: Historical, Social and Cultural Background

1. Distinguishing Features of the Victorian Age
2. The Oxford Movement
3. The Pre- Raphaelite School of Poetry
4. Colonialism and Imperialism
5. American Transcendentalism
6. The American Civil War
7. Novels of Post Bellum America

Section B: Literary Terms

1. Dramatic Monologue
2. Bildungsroman
3. Picaresque Novel
4. Imagery
5. Enjambment
6. Anaphora
7. Asyndeton

Unit – II **20 marks**
Poetry

1. Alfred Tennyson- Ulysses
2. Robert Browning – My Last Duchess
3. Mathew Arnold – Dover Beach
4. Emily Dickinson – Success is Counted Sweetest
5. Walt Whitman – Oh Captain, My Captain!
6. Philips Wheatley- On being Brought from Africa to America

Unit- III **20 marks**
Prose (Non-Detailed Study)

1. Charles Lamb - Dream Children: A Reverie
2. R. L. Stevenson – Walking Tours

Unit -IV **20 marks**
Novel (For Detailed Study)

Charles Dickens- Oliver Twist (Macmillan Abridged Classics)

Internal Assignment 20 marks

1. **Project Work**

A researched article of 250-300 words on **any one** of the following topics: **10 marks**

1. Struggle between Religion and Science in the 19th Century
2. Oscar Wilde's 'The Picture of Dorian Gray'
3. John Galsworthy as a Social Dramatist
4. Role of Fate in Thomas Hardy's Novels
5. A comparative study between R K Narayan's 'Malgudi' and Thomas Hardy's 'Wessex'
6. Abraham Lincoln's Speech at Gettysburg
7. Civil Rights Movement in America
8. The Emancipation Movement from Jim Crow's Segregation Laws
9. India's First War of Independence (1857)

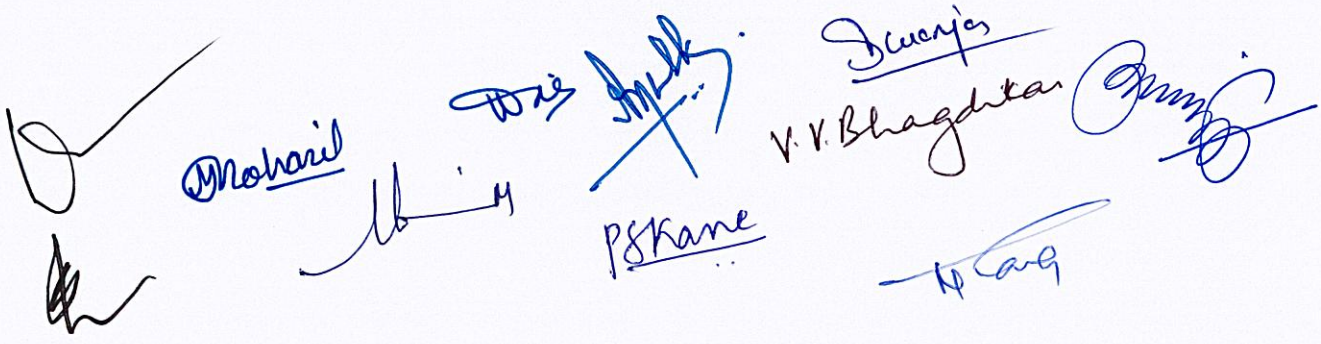
2. **Viva Voce** **5 marks**

3. **Online certificate course on Literary Appreciation**

Students will write a critical appreciation in 250 words of a poem/extract from a short story/novel/play/essay.

Recommended Reading

- Faber Book of Modern Verse ed Michael Roberts
- Literary Criticism: An Introduction From Plato to the Present by M.A.R. Habib
- "Oscar Wilde" by Karl Beckson, Vikas Publication
- American Literature of the 19th Century published by Fisher Eurasia Publishing House
- Unpopular Essays by Bertrand Russell, Routledge Special Indian Edition



RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY
ENGLISH LITERATURE
B.A. FINAL - FIFTH SEMESTER

Literatures in English of the 20th Century and Beyond

(To be implemented from the session 2024-2025 onwards)

Theory – 80 Marks **Internal Assessment – 20 marks**

Course Outcomes:
The students will be able:

- To elucidate the historical, socio-economic and cultural movements of the 20th Century.
- To enumerate the writings of the selected poets and prose writers of the 20th Century.
- To analyze the given Short Story.
- To write a Research article on the given topic.
- To evolve analytical skills through the prescribed texts.

Text Prescribed: Selections from Literatures in English of the 20th Century and Indian Writing in English
Chief Editors: Urmila Dabir, Savita Deogirkar, Karthik Panicker
Co-editors: Madhavi Moharil, Manish Chakravarty, Govind Rathod, Yogesh Sarode

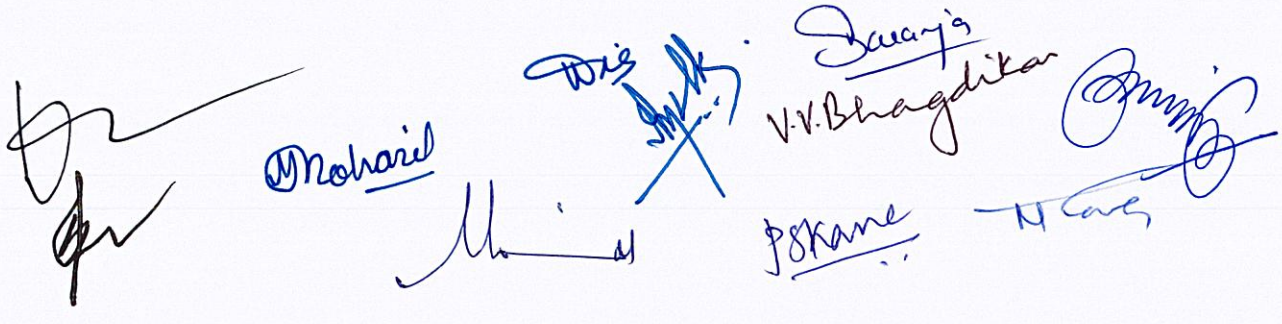
Unit – I **20 marks**
Background Reading and Literary Terms

Section A: Historical, Social and Cultural Background

1. Art for Arts' Sake
2. Trench Poetry
3. Georgian Poets
4. The Movement Poets
5. Kitchen Sink Drama

Section B: Literary Terms

1. Imagism
2. Surrealism
3. Psychological Novel
4. Stream of Consciousness Novel
5. Theatre of the Absurd
6. Symbolism
7. Practical Criticism



Unit – II: Poetry **20 marks**

1. W B Yeats – A Prayer for My Daughter
2. T S Eliot – Journey of the Magi
3. Ezra Pound – In a Station of the Metro
4. Wilfred Owen – Strange Meeting
5. Robert Frost- Home Burial
6. Maya Angelou- Phenomenal Woman

Unit- III: Short Story (Non-Detailed Study) **20 marks**

1. W. Somerset Maugham – The Luncheon
2. Ernest Hemingway- The Clean Well- Lit Place
3. Guy de Maupassant - The Necklace

Unit –IV: Novel (Detailed Study) **20 marks**

1. Virginia Woolf – Mrs. Dalloway

Internal Assignment **20 marks**

1. **Project Work**

A researched article of 300-350 words on **any one** of the following topics: **10 marks**

1. Modernity in W.H Auden's Poetry
2. The Suffragette Movement
3. Second Wave Feminism
4. James Joyce and the Stream of Consciousness
5. Alice Munro's Craft of the short story.
6. African - American Women poets of the 1940's.
7. The Poetry of the Trench Poets
8. The Concept of Id, Ego and Super Ego

2. **Viva Voce** **5 marks**
3. **Online certificate course on Literary Appreciation** **5 marks**
   Students will write a critical appreciation in 250 words of a poem/extract from a short story/novel/play/essay.

Recommended Reading

Books

- A Handbook of Critical Approaches to Literature by Wilfred L. Guerin
- Background to the Study of English Literature by B Prasad
- The Oxford Companion to English Literature ed Margaret Drabble
- Cambridge to Companion to Irish Literature by John Milcent Forster,Cambridge University Press
- Cambridge Companion to Modernism (ed.) Michelle Levinson, CambridgeUniversity Press
- A History of Modern Poetry: Modernism and After (ed.) David Perkins ABSPublishers and Distributors
- Unpopular Essays: Bertrand Russell
- American Literature: 1890-1965. E.S. Oliver Eurasia Publishing Hous

Essays

- "Tradition and the Individual Talent" by T.S. Eliot.
- "Modern Fiction" by Virginia Woolf

PSKane Mohard V.V. Bhagdikar

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY
ENGLISH LITERATURE
B A FINAL - SIXTH SEMESTER

Indian Writing in English and in Translation

(To be implemented from the session 2024-2025 onwards)

Theory – 80 Marks **Internal Assessment – 20 marks**

Course Outcomes:
The students will be able:

- To expound Indian writing in English from historical, socio-economic and cultural perspectives.
- To review the writings of the selected Indian poets and prose-writers.
- To discuss the characters and situations as depicted on the prescribed novel and play for proper understanding of the text.
- To write research articles on the given themes of the prescribed text.
- To deliberate the development and growth of the literary genres of Indian Writing in English.

Text Prescribed
Selections from Literatures in English of the 20th Century and Indian Writing in English
Chief Editors: Urmila Dabir, Savita Deogirkar, Karthik Panicker
Co-editors: Madhavi Moharil, Manish Chakravarty, Govind Rathod, Yogesh Sarode

Unit – I **20 marks**
Background Reading and Literary Terms

Section A: Historical, Social and Cultural Background

1. Contribution of R K Narayan, Raja Rao and Mulk Raj Anand to Indian Writing in English
2. Indian People's Theatre Association (IPTA)
3. Partition Fiction
4. Modern Indian Women Poets
5. Post-millennial Indian fiction
6. Bhasha Literature

Section B: Literary Terms

1. Magic realism
2. Pastiche
3. Street theatre
4. Caricature
5. Free verse
6. Indianisms
7. Queer literature

P S Kane Moharil V.V. Bhagdikar

Unit – II Poetry **20 marks**

1. A. K. Ramanujan- Obituary
2. Jayant Mahapatra- Rain of Rites
3. Arun Kolatkar - An Old woman
4. Eunice de Souza - Marriages are Made
5. Adil Jussawalla- Sea Breeze, Bombay
6. Arundhathi Subramaniam: When Landscape Becomes Woman

Unit- III **20 marks**

The Novel (Non-detailed Study)

R K Narayan - The Guide

Unit –IV **20 marks**

Drama (Detailed Study)

Vijay Tendulkar – Silence! The Court is in Session

Internal Assignment **20 marks**

1. **Project Work**

A researched article of 300-350 words on **any one** of the following topics: **10 marks**

1. The Bhakti Movement in Poetry in India
2. Spirituality and Eroticism in the Poetry of Lal Ded
3. Sri Aurobindo's Writings and the Indian National Movement.
4. Adaptations by P L Deshpande from English to Marathi
5. Nissim Ezekiel's Poetry
6. Mamang Dai as Representative of Poetry from Northeast India
7. The Fiction of the Women Writers of Post Millennial India
8. Chick Literature in India
9. The Graphic Novel

2.Viva Voce **5 marks**

3.Online Certificate Course on Literary Appreciation **5 marks**

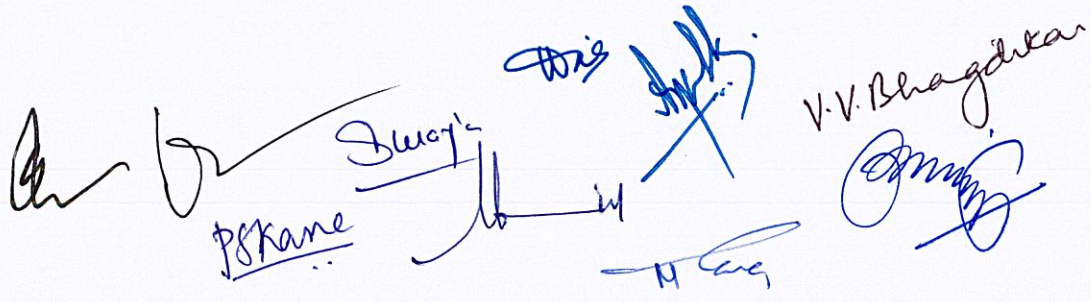
Students will write a critical appreciation in 250 words of a poem/extract from a short story/novel/play/essay.

Recommended Reading

- "Both Sides of the Sky": Post Independence Indian Poetry in English ed Eunice De Souza
- We Should All Be Feminists: Chimamanda Ngozi Adichie
- Curfewed Nights: Basharat Peer

Essays

- "Is There An Indian Way of Reading" by A.K.Ramanujan from " The Collected Essays of A.K. Ramanujan"
- "One Language Separated by the Sea" by Jeet Thayil from "60 Indian Poets"
- "Imaginary Homelands" by Salman Rushdie from the book "Imaginary Homelands"
- The Age of Extremes - Eric Hobsbawm



Workload &Time Slots for the Prescribed Sections for all Semesters:

Unit	Name of the Units	No. of Lectures	Time	Marks
1	Background Reading & Literary Terms	12	2 weeks	20
2	Poetry	24	4 weeks	20
3	Prose	12	2 weeks	20
4	Drama	24	4 weeks	20
Internal Assignment (Seminar, Assignment, Viva Voce, Study Tour)		12	2 weeks	20
Revision /Tests		6	1 week	---
TOTAL		90	15 weeks	100

Question Paper Pattern for all Semesters:

Unit I

(A) Three SAQs out of Six in 75 words each from Background Section (3x5=15 marks)

(B) Five VSAQs out of seven in one or two lines from Literary Terms (1x5=5 marks)

Unit II

(A) One LAQ out of two in 200 words from the Poetry Section (1x10=10 marks)

(B) Two SAQs out of four of 100 words each from the Poetry Section based on the poems other than those asked in LAQs to Question No. 2(A) (2x5=10 marks)

Unit III

(A) Four SAQs in 100 words each from Prose / Novel Section (5x4=20 marks)

Unit IV

(A)Two LAQs out of three in 200 words each from Drama Section (2x10=20 marks)

B.A. SECOND YEAR

Semester III

PAPER 3T1

HISTORY OF INDIA: 1764 TO 1885 A.D.

Course Outcomes:-

CO1. Students understand early economic policies implemented by British Governor Generals in India.

CO2. Students understand expansionist policies adapted by different British Governor Generals in India.

CO3. Students perceive knowledge of causes and effects of first Great revolt in India against English East India Company and various social and religious movements during the period.

CO4. Students are able to analyze and understand various administrative policies introduced in India and subsequent rise of Indian nationalism with foundation of local organizations.

Unit: 1

a. Battle of Buxar – Treaty of Allahabad, Dual Government of Lord Clive

b. Permanent Settlement, Ryotwari, Mahalwari System of Agriculture

c. Commercialization of Agriculture

Unit: 2

a. Subsidiary Alliance of Lord Wellesley

b. Internal Reforms of Lord William Bentinck

c. Doctrine of Lapse of Lord Dalhousie

Unit: 3

a. Revolt of 1857 – Causes, Effects

b. Brahmo Samaj, Prarthna Samaj, Arya Samaj

c. Satya Shodhak Samaj, Depressed Class Movement

Unit: 4

a. Lord Lytton's Administration

b. Lord Ripon's Internal Reforms

c. Rise of Indian Nationalism, Foundation of Local organizations

Books Recommended

English:-

1. The New look at Modern Indian History – B.L. Grover and Alka Mehta
2. An Advanced History of India – Majumdar, Ray Choudhary, Datta
3. A History of Modern India – Ishwari Prasad, Subhedar
4. An Advanced Study in the History of Modern India, Vol. I, II, III – G.S. Chabra
5. History of Freedom Movement in India – Four Volumes – Tarachand
6. India's Struggle for Independence – Bipan Chandra
7. History of Modern India – A.L. Shrivastava.

हिन्दी :–

8. आधुनिक भारत–दीनानाथ वर्मा
9. आधुनिक भारत का इतिहास–ग्रोवर एवंम् यशपाल
10. आधुनिकभारतकाइतिहास–आर. एल. शुक्ला
11. भारतका स्वतंत्रता संघर्ष–बिपनचंद्र
12. भारतीय स्वतंत्रता आन्दोलन का इतिहास, चार खण्ड–ताराचंद
13. आधुनिक भारत–बिपनचंद्र
14. आधुनिक भारत का इतिहास, दो खण्ड– धनपति पाण्डे

मराठी :–

15. अर्वाचीन भारत– के. मु. केशट्टीवार
16. आधुनिक भारत –ढवळे, बारगळ
17. भारताचा इतिहास (१७०७ ते १९५०) – डॉ. कोलारकर
18. आधुनिक भारताचा इतिहास (१७५७ ते १८५८) –डॉ. सुमनवैद्य, डॉ. कोठेकर
19. आधुनिक भारताचा इतिहास (१८५८ ते १९२०) –डॉ. सुमनवैद्य, डॉ. कोठेकर
20. आधुनिक भारताचा इतिहास (१९२० ते १९४७) –डॉ. सुमनवैद्य, डॉ. कोठेकर
21. आधुनिक भारताचा इतिहास (१९४७ ते १९८६) –डॉ. कोठेकर
22. आधुनिक भारताचा इतिहास–व्ही. के. जाधव

B.A. SECOND YEAR

Semester IV

PAPER 4T1

HISTORY OF INDIA: 1885 -1947 A.D.

Course Outcomes:-

CO1. Students understand the establishment and growth of Indian National Congress, and the nature of leadership it received under moderates and extremists ideologists.

CO2. Students understand the Indian National Movement under the leadership of Mahatma Gandhi and its impact in achieving independence.

CO3. Students perceive information on various missions proposed by British government and strengthening of nationalist ideas through voluntary organization.

CO4. Students gain knowledge on military efforts made under the leadership of Netaji Subhash Chandra Bose and establishment of INA, proposed Mountbatten Plan and India achieving its complete freedom through Indian Independence Act of 1947.

Unit: 1

a. Establishment of Indian National Congress
b. Nature of Moderate Politics – 1885-1905
c. Rise and Growth of Extremism – 1905-1920

Unit: 2

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

Unit: 3

a. Rashtriya Swaysevak Sangh (R.S.S.) Role in Nation building
b. Cripps Mission
c. Cabinet Mission Plan

Unit: 4

a. Subhash Chandra Bose, I.N.A.
b. Mountbatten Plan
c. Indian Independence Act

Books Recommended

English:-

1. A New Look at Modern Indian History – B.L. Grover and Alka Mehta
2. An Advanced History of India – Majumdar, Ray Choudhary, Datta
3. A History of Modern India – Ishwari Prasad, Subhedar
4. An Advanced Study in the History of Modern India, Vol. I, II, III – G.S. Chabra
5. History of Freedom Movement in India – Four Volumes - Tarachand
6. India's Struggle for Independence – Bipan Chandra
7. History of Modern India – A.L. Shrivastava.

हिन्दी :–

8. आधुनिक भारत–दीनानाथ वर्मा
9. आधुनिक भारत का इतिहास–ग्रोवर एवंम् यशपाल
10. आधुनिक भारत का इतिहास–आर. एल.शुक्ला
11. भारतका स्वतंत्रता संघर्ष–बिपनचंद्र
12. भारतीय स्वतंत्रता आन्दोलन का इतिहास, चार खण्ड–ताराचंद
13. आधुनिक भारत–बिपनचंद्र
14. आधुनिक भारत का इतिहास, दो खण्ड– धनपति पाण्डे

मराठी :–

15. अर्वाचीन भारत– के. मु. केशट्टीवार
16. आधुनिक भारत –ढवळे, बारगळ
17. भारताचा इतिहास (१७०७ ते १९५०) – डॉ. कोलारकर
18. आधुनिक भारताचा इतिहास (१७५७ ते १८५८) –डॉ. सुमन वैद्य, डॉ. कोठेकर
19. आधुनिक भारताचा इतिहास (१८५८ ते १९२०) –डॉ. सुमन वैद्य, डॉ. कोठेकर
20. आधुनिक भारताचा इतिहास (१९२० ते १९४७) –डॉ. सुमन वैद्य, डॉ. कोठेकर
21. आधुनिक भारताचा इतिहास (१९४७ ते १९८६) –डॉ. कोठेकर
22. आधुनिक भारताचा इतिहास–व्ही. के. जाधव

B.A. III OR FINAL YEAR

Semester V

PAPER 5T1

MODERN WORLD: 1789-1920 A.D.

Course Outcomes:-

CO1. Students get introduced to landmark events in World history, policy of imperialism and changes in world political order.

CO2. Students understand various wars in Asia that particularly involved China, Japan and Russia.

CO3. Students understand diplomatic policies of Germany, causes of First World War and treaty signed between Germany and won Nations.

CO4. Students understand the peacemaking efforts initiated in world and emergence of Socialist bloc in Russia.

Unit: 1

a. French Revolution
b. European Colonialism of Asia and Africa
c. Causes and consequences of Imperialism

Unit: 2

a. Sino-Japanese War of 1894-1895
b. Russo – Japanese War of 1904-1905
c. Chinese Revolution of 1911

Unit: 3

a. Foreign Policy of Bismarck and Kaiser William - II
b. Causes of the First World War
c. Treaty of Versailles

Unit: 4

a. League of Nations - Structure
b. League of nations – Achievements and failures
c. Russian Revolution of 1917

Books Recommended

English:-

1. A History of Modern Europe Since 1789 (S. Chand & Comp.) V.D. Mahajan
2. Europe and the World (S. Chand & Comp.) – Sailendra Nath Sen.
3. Europe in 19th and 20th Century - Lipson
4. Modern Europe up to 1945 - Hazen
5. The World Since 1919-Langsam
6. Twentieth Century World – L.P. Mathur
7. Modern World – B.V. Rao
8. A History of the far East in Modern Times – H.M. Vinacke
9. The far East – Clyde and Beers
10. Modern World – S.P. Nanda
11. History of far East – Majumdar and Shrivastava

हिन्दी :–

12. आधुनिक युरोप का इतिहास–व्ही. डी. महाजन
13. आधुनिक युरोप का इतिहास–सत्यकेतु विद्यालंकार
14. अन्तर्राट्रीय संबंध –हरिदत्त वेदालंकार
15. आधुनिक विश्व का इतिहास–दीनानाथ वर्मा
16. बीसवीं सदी का विश्व–डॉ. संजिव जैन
17. एशिया का इतिहास–डॉ. अंबिकाप्रसाद वर्मा

मराठी :–

18. आधुनिक युरोप भाग २ – ब. म. मेहता
19. आंतरराट्रीय संबंध भाग १, २ – म. गो. शुक्ला
20. आधुनिक भारताचा इतिहास (एस.चांद) –विद्याधर महाजन
21. आधुनिक जग–डॉ. कोलारकर, मंगेश प्रकाशन, नागपूर
22. युरोपचा इतिहास–डॉ. नी. सी. दीक्षित, पिंपळापुरे पब्लिकेशन, नागपूर
23. अर्वाचीन युरोप–डॉ. के. मु. केशट्टीवार
24. विसाव्या शतकातील जग नांदेड २००३ –डॉ. सुहास जोशी
25. आधुनिक जग भाग– १ (१८७० ते १९४५) –डॉ. सुमनवैद्य आणि डॉ. कोठेकर
26. आधुनिक जग भाग– २ (१९४५ ते १९८०) –डॉ. सुमनवैद्य आणि डॉ. कोठेकर
27. आधुनिकचीन–जपानचाइतिहास–तानाजीराव निकम
28. चीन व जापान : राजकिय इतिहास–डॉ. यादव गुजर
29. आधुनिक जग– धनंजय आचार्य

B.A. III OR FINAL YEAR

Semester VI

PAPER 6T1

MODERN WORLD: 1920-1960 A.D.

Course Outcomes:-

CO1. Students understand the implementation of socialist economic policies in Russia and foreign policies adapted by the dictators in Germany and Italy.

CO2. Students understand international crisis and politics during inter two World War periods consequently leading to Second World War and its effects.

CO3. Students comprehend the attempts to restore World peace through United Nations.

CO4. Students understand shift of political grounds from Europe to West Asia and unifying attempt made by Asian countries to form third neutral front inorder to evade involvement in Cold World War crisis.

Unit: 1

a. Soviet Russia – Five Year Plans
b. Hitler – Foreign Policy
c. Mussolini – Foreign Policy

Unit: 2

a. Sino-Japanese War of 1937-39
b. Causes of the Second World War
c. U.N.O. – Structure, Achievements

Unit: 3

a. Cold War
b. NATO, SEATO, Warsaw Pact
c. Decolonization of Asia

Unit: 4

a. Establishment of Israel
b. Non Alignment
c. Suez Crisis

Books Recommended

English:-

1. A History of Modern Europe Since 1789 (S. Chand & Comp.) V.D. Mahajan
2. Europe and the World (S. Chand & Comp.) – SailendraNath Sen.
3. Europe in 19th and 20th Century - Lipson
4. Modern Europe up to 1945 - Hazen
5. The World Since 1919-Langsam
6. Twentieth Century World – L.P. Mathur
7. Modern World – B.V. Rao
8. A History of the far East in Modern Times – H.M. Vinacke
9. The far East – Clyde and Beers
10. Modern World – S.P. Nanda
11. History of far East – Majumdar and Shrivastava
12. A Short History of the Middle East – Somendra Lal Ray
13. Studies in World History – Satish Kumar

हिन्दी :–

14. आधुनिक युरोप का इतिहास–व्ही. डी. महाजन
15. आधुनिक युरोप का इतिहास–सत्यकेतु विद्यालंकार
16. अन्तर्राट्रीय संबंध –हरिदत्त वेदालंकार
17. आधुनिक विश्व का इतिहास–दीनानाथ वर्मा
18. बीसव ींसदी का विश्व–डॉ. संजिव जैन
19. एशिया का इतिहास–डॉ. अंबिकाप्रसाद वर्मा
20.

मराठी :–

21. आधुनिक युरोप भाग २ – ब. म. मेहता
22. आंतरराट्रीय संबंध भाग १, २ – म. गो. श्शुक्ला
23. आधुनिक भारताचा इतिहास (एस.चांद) –विद्याधर महाजन
24. आधुनिक जग–डॉ. कोलारकर, मंगेश प्रकाशन, नागपूर
25. युरोपचा इतिहास–डॉ. नी. सी. दीक्षित, पिंपळापुर पब्लिकेशन, नागपूर
26. अर्वाचीन युरोप–डॉ. के. मु. केशट्टीवार
27. विसाव्या शतकातील जग नांदेड २००३ –डॉ. सुहास जोशी
28. आधुनिकजगभाग– १ (१८७० ते १९४५) –डॉ. सुमनवैद्य आण्डॉ. कोठेकर
29. आधुनिकजगभाग– २ (१९४५ ते १९८०) –डॉ. सुमनवैद्य आण्डॉ. कोठेकर
30. आधुनिक चीन–जपानचा इतिहास–तानाजीराव निकम
31. चीन व जापान : राजकिय इतिहास–डॉ. यादव गुजर
32. आधुनिक जग– धनंजय आचार्य

**** In addition for the purpose of Skill Enhancement there shall be a Skill Based Program (Online) for every year. Students have to opt it from SWAYAM/NPTEL/MOOC programs and time to time specified by RTM Nagpur University Nagpur. Few online programs are suggested as below:**

Courses Link

1. World Religions through their scriptures: https://www.edx.org/xseries/harvardx-world-religions-through-scriptures
2. Creating Modern China: The Republican Period to the Present :https://www.edx.org/course/creating-modern-china-the-republican-period-to-the
3. Visualizing Japan (1850's to 1930's): Westernization, Protest, Modernity :https://www.edx.org/course/visualizing-japan-1850s-1930s-westernization-prote
4. Globalization: Past and Future: https://www.edx.org/course/globalization-past-and-future
5. Pyramids of Giza: Ancient Egyptian Art and Archeology: https://www.edx.org/course/pyramids-of-giza-ancient-egyptian-art-and-archaeol
6. Sr. Secondary: History: https://onlinecourses.swayam2.ac.in/nos22_sc34/preview
7. Tribal South and Central India :https://onlinecourses.swayam2.ac.in/nou22_hs54/preview
8. Certificate Course in Environmental sustainability :https://onlinecourses.swayam2.ac.in/nou22_ag16/preview
9. Cultural Studies: https://onlinecourses.swayam2.ac.in/aic19_as04/preview
10. Understanding Tribals: https://onlinecourses.swayam2.ac.in/nou22_hs52/preview
11. History of English Language: https://onlinecourses.nptel.ac.in/noc22_hs102/preview

बी. ए.भाग 2 आवश्यक मराठी - अभ्यासक्रमाची उद्दिष्टे (Course Objectives)

१ मराठी भाषेच्या समृद्धीची जाणीव करून देणे व प्राचीन तसेच आधुनिक साहित्याचा परिचय घडविणे

२ भाषेच्या व साहित्याच्या अभ्यासाद्वारे राष्ट्रीय आणि सामाजिक प्रश्नांची जाणीव करून देऊन त्यावरील उपायांचा शोध घेण्यास प्रवृत्त करणे.

३ मानवतावाद व जीवनव्यवहाराची सांगड घालणे व मानवतावादी दृष्टिकोन निर्माण करणे.

४ विद्यार्थ्यांची लेखनकौशल्ये विकसित करणे व त्यांना रोजगाराभिमुख बनविणे.

५ ग्रामजीवन, कृषिसंस्कृती व श्रमसंस्कृती विषयी आदराची भावना निर्माण करणे.

सत्र ३

घटक १ (गद्य विभाग)

१ हत्तीचा दृष्टांत (दृष्टांतपाठ) - केशिराजवास

२ वाचन - गोपाळ गणेश आगरकर

३ सर्प (कथा) –जी. ए. कुलकर्णी

४ आम्ही वानरांच्या फौजा(लघुनिबंध) – श्रीनिवास कुलकर्णी

५ नियतीच्या विक्राळ जबड्यात (मी वनवासी) – सिंधुताई सपकाळ

घटक २ (पद्य विभाग)

१ दोन अभंग – १) पुण्य पर उपकार - संत तुकाराम
२) जे का रंजले गांजले

२ माझी माय सरसोती - बहिणाबाई चौधरी

३ या जागण्यावर शतदा प्रेम करावे – मंगेश पाडगावकर

४ उन्हउतरणी - श्रीधर शनवारे

५ यूनोत पाणी - भुंजंग मेश्राम

घटक ३ (व्यावहारिक मराठी)

१ मुलाखतीचे तंत्र आणि लेखन प्रक्रिया

२ जाहिरातींची लेखनकौशल्ये (मुद्रित व दृकश्राव्य)

घटक ४ (भाषिक कौशल्याधारित अभ्यासघटक)

१ संगणकावर मराठी टंकलेखन करणे

२ मुलाखत घेणे (प्रत्यक्ष)

३ जाहिरातीचे लेखन करणे

४ विकिपीडियाचा वापर करणे

सत्र ४

घटक १ (गद्य विभाग)

१ राजकर्तव्ये (आज्ञापत्र) –रामचंद्रपंत आमात्य

२ स्वराज्य आणि सुराज्य - लोकमान्य टिळक

३ मध्यान्ह –कुसुमावती देशपांडे

४ अद्वैताचा साक्षात्कार - साने गुरुजी

५ आधार - वि. स. जोग

घटक २ (पद्य विभाग)

१ अभंगवाणी (तीन अभंग) १. पंढरीचे सुख नाही त्रिभुवनी – संत चोखामेळा

२. उपजले विटाळी

३. कोण तो सोवळा

२ क्रांतीचा जयजयकार – कुसुमाग्रज

३ सत्याच्या जातीला – शरच्चंद्र मुक्तिबोध

४रातझडीचा पाऊस - ना. धों. महानोर

५माझ्या कवितेची चव – इंद्रजित भालेराव

घटक ३ (व्यावहारिक मराठी)

१ पटकथा व संवादलेखन

२ स्मरणिका व इतर संपादन कार्य

घटक ४ (भाषिक कौशल्याधारित अभ्यासघटक)

१ संवाद – अभिव्यक्ती (लेखन)

२ पटकथा – वाचन

३ चित्रपटाचे समालोचन करणे (Review of a movie)

४ पटकथा –सादरीकरण व लेखन

Course Outcomes – (अभ्यासक्रमाचे परिणाम)

१ साहित्याचा आस्वाद घेण्याची क्षमता विकसित होईल.

२ संपादन कार्य,संवादलेखन यासारखी भाषिक कौशल्ये विकसित होऊन कार्यालयीन भाषाव्यवहारात तसेच जीवनव्यवहारात उपयुक्त ठरतील.

३ मुद्रण-व्यवहाराचा परिचय होईल.

४ मानवतावाद व जीवनमूल्यांची विद्यार्थी जोपासना करतील.

५ श्राव्य,दृकश्राव्य व दृक माध्यमांसाठी संवादलेखन कसे करावे याची जाण निर्माण होईल.

६ देशप्रेम व देशभक्तीची भावना निर्माण होईल.

७ अभ्यासक्रमाची उद्दिष्ट्ये साध्य होतील.

बी. ए.भाग ३ आवश्यक मराठी - अभ्यासक्रमाची उद्दिष्टे (Course Objectives)

१ मराठी साहित्यातील विविध प्रवाहांची जाणीव करून देणे.
२ भाषेच्या व साहित्याच्या अभ्यासाद्वारे भारतीयत्वाच्या संकल्पनेची ओळख करून देणे.
३ विविध साहित्यप्रकारांची ओळख करून देणे.
४ व्यावहारिक मराठीच्या माध्यमातून लेखन कौशल्ये विकसित करणे व विद्यार्थ्यांना रोजगाराभिमुख बनविणे.
५ भारतीय संस्कृती –कालची ,आजची आणि उद्याची या संदर्भात समन्वयाची भावना रुजविणे.

सत्र ५

घटक १ (गद्य विभाग)

१ साहित्याचा महिमा – विनोबा भावे

१ तवंग (कथा) - वसंत वऱ्हाडपांडे
२ आनंदवन (समिधा : आत्मकथन अंश) – साधना आमटे
३ अरण्यातील आत्मभान (ललितबंध) – महेश एलकुंचवार
४ घरभरणी (दलित कथा) - उर्मिला पवार

घटक २ (पद्य विभाग)

१ संत नामदेवांची अभंगवाणी १ अमृताहुनि गोड – संत नामदेव

२.भेटीलागी जीवा आस -

२ घनश्याम सुंदरा – होनाजी बाळा
३ एक प्रकारची प्रार्थना – वसंत आबाजी डहाके
४ पाऊस – ग्रेस
५ दुनियेची रीत – सुधाकर गायधनी

घटक ३ (व्यावहारिक मराठी)

अ) मुद्रित माध्यमांसाठी लेखन प्रकार व कौशल्ये
१)दृकश्राव्य माध्यमांसाठी लेखन कौशल्ये

घटक ४ (भाषिक कौशल्याधारित अभ्यासघटक)

१ पी.पी.टी तयार करून सादर करणे

२ आकाशवाणी,दूरदर्शन करिता लेखन

३ ऑनलाइन भाषिक व्यवहार

४ विकिपीडिया,आंतरजाल इत्यादींचा वापर

सत्र ६

घटक १ (गद्य विभाग)

१ भक्तिपंथ व महाराष्ट्र संस्कृती – प्रा. गं. बा. सरदार

२ भारतीयत्वाची संकल्पना आणि मराठी साहित्य – डॉ. सुधीर रसाळ

३ भुताचा जन्म (कथा-विनोदी) – द. मा. मिरासदार

४ हिराबाई (व्यक्तिचित्र) - पु. ल. देशपांडे

५ सामना (एकांकिका) - सतीश आळेकर

घटक २ (पद्य विभाग)

१ दोन भारुडे १ विंचू २ एडका – संत एकनाथ

२श्रावणमासाचे गाणे – बालकवी

३ घन तमी शुक्र बघ राज्य करी – भा. रा. तांबे

४वाटेवर काटे वेचित चाललो - अनिल

५अजून वादळ उठले नाही –ज्योती लांजेवार

घटक ३ (व्यावहारिक मराठी)

१ भाषांतर आणि अनुवाद : स्वरूप आणि वैशिष्ट्ये

२ मराठी शुद्धलेखन आणि मुद्रितशोधन

घटक ४ (भाषिक कौशल्याधारित अभ्यासघटक)

१ मराठी शुद्धलेखनाचे कोणतेही १० नियम

२ मुद्रितशोधन नियम

३ मराठी शुद्धलेखन नियमांच्या आधारे प्रत्यक्ष मुद्रितशोधन

४ ग्रंथपरीक्षण करणे

Course Outcomes – (अभ्यासक्रमाचे परिणाम)

१ साहित्यातील विविध प्रवाहांचा परिचय होईल.

२ संत,पंत आणि तंत साहित्याची ओळख होऊन साहिती आणि समाज यांच्या परस्पर संबंधाची जाणीव होईल.

३ भाषांतर, मुद्रितशोधन यासारखी भाषिक कौशल्ये विकसित होऊन कार्यालयीन भाषाव्यवहारत तसेच जीवनव्यवहारात उपयुक्त ठरतील.

४ अचूक लेखन करण्याची सवय लागेल.

५ दृकश्राव्य माध्यमांसाठी लेखन,मुद्रितशोधन,भाषांतर ही कौशल्ये विकसित झाल्यामुळे रोजगाराच्या संधी उपलब्ध होतील.

६ सामाजिक व राष्ट्रीय प्रश्नांवर विचार करण्याची क्षमता निर्माण होईल.

७ देशातील वेगवेगळ्या संस्कृतीचा आदर करण्याची क्षमता निर्माण होईल.

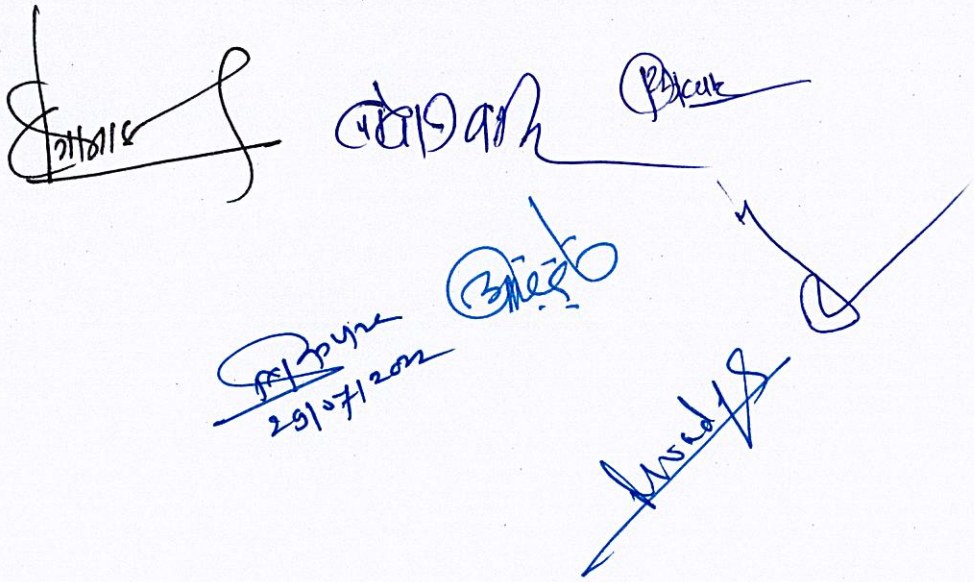
८ अभ्यासक्रमाची उद्दिष्ट्ये साध्य होतील.

गुण विभागणी

गद्य विभाग - २०
पद्य विभाग -२०
व्यावहारिक मराठी – २०
भाषिक कौशल्याधारित अभ्यासघटक – २०

एकूण – ८० गुण

अंतर्गत मूल्यमापन २० गुण (गृहपाठ , लघुप्रकल्प,गटचर्चा,मौखिकी)



प्रश्नपत्रिकेचे स्वरूप

वेळ ३ तास एकूण गुण ८०

प्रश्न १ –अ) गद्यावर आधारित दीर्घ प्रश्न ८

किंवा

गद्यावर आधारित दीर्घ प्रश्न

ब) गद्यावर आधारित दीर्घ प्रश्न ८

किंवा

गद्यावर आधारित दीर्घ प्रश्न

प्रश्न २ – अ) पद्यावर आधारित दीर्घ प्रश्न ८

किंवा

पद्यावर आधारित दीर्घ प्रश्न

ब) पद्यावर आधारित दीर्घ प्रश्न ८

किंवा

पद्यावर आधारित दीर्घ प्रश्न

प्रश्न ३ – व्यावहारिक मराठीवर आधारित चार प्रश्न (अ गट) १६

किंवा

व्यावहारिक मराठीवर आधारित चार प्रश्न (ब गट)

प्रश्न ४ – भाषिक कौशल्याधारित अभ्यासघटकावर आधारित चार प्रश्न (अ गट) १६

किंवा

भाषिक कौशल्याधारित अभ्यासघटकावर आधारित चार प्रश्न (ब गट)

प्रश्न ५ – टिपणे लिहा १६

१ गद्यावर आधारित दोन प्रश्न

२. पद्यावर आधारित दोन प्रश्न

३ व्यावहारिक मराठीवर आधारित दोन प्रश्न

४ भाषिक कौशल्याधारित अभ्यासघटकावर आधारित दोन प्रश्न

बी.ए. सत्र तीन (Semester III)

अभ्यासक्रम : मराठी साहित्य

घटक एक : कविता : व्याख्या, स्वरूप आणि वैशिष्ट्ये
काव्याचे विविध घटक आणि काव्यप्रकार
स्वातंत्र्योत्तर मराठी काव्याचा स्थूल इतिहास

घटक दोन : साठोत्तरी मराठी कविता (संपादन व प्रस्तावना डॉ. राजेंद्र नाईकवाडे, डॉ. राकेश कभे, डॉ. मिलिंद साठे)
(१९६० ते २००० या कालखंडातील निवडक प्रातिनिधिक कवितांचा संपादित काव्यसंग्रह
संपादन : रा. तु. म. नागपूर विद्यापीठ मराठी अभ्यास मंडळ)

ना. धों. महानोर

I) ह्या नभाने ह्या भुईला
II) रातझडीचा पाऊस
III) हिर्व्या पानात पानात

ग्रेस

I) पाऊस
II) आई : १
III) ओळख

यशवंत मनोहर

I) काढिला खणुनि काळोख
II) यापुढे
III) माणसांसाठी आरती

म. म. देशपांडे

I) अंतरिक्ष फिरलो पण
II) तहान
III) माझे मीपण दिसेना

सुरेश भट

I) एवढे दे पांडुरंगा !
II) उषःकाल होता होता
III) रंग माझा वेगळा

वसंत आबाजी डहाके

I) समुद्र कोंडून पडलाय
II) कत्तल
III) मुलं हसताहेत

विठ्ठल वाघ

I) तिफन
II) मेंढरं
III) पऱ्हाटी

अरुणा ढेरे

I) मंत्राक्षरे
II) गाण्याच्या जन्मासाठी
III) निरंजन

प्रभा गणोरकर

I) जुन्या घराच्या कविता
II) तूही असे
III) विवर्त

इंद्रजित भालेराव

I) माझ्या कवितेची चव
II) आभाळ दऊत
III) माझ्या गावाकडे चल माझ्या दोस्ता

निवडक मराठी कविता : कवितांतील आशयसूत्रे
निवडक मराठी कविता : कवितांची शैलीवैशिष्ट्ये
(शब्दकळा, प्रतिमा, छंद-वृत्त, इत्यादी)
(घटक दोन चा अभ्यास अभ्यासक्रमातील पुस्तकाच्या आधारे)

घटक तीन : अभिनव काव्यप्रकाश - रा.श्री.जोग
(व्हिनस प्रकाशन, पुणे)

या ग्रंथातील पुढील दोन प्रकरणे अभ्यासक्रमात राहतील.

I) काव्यलक्षण
II) काव्याचे प्रयोजन

घटक चार : वाङ्मयीन संकल्पना : वाचन व आकलन

I) ललित साहित्य आणि ललितेतर साहित्य
II) विविध कलाप्रकार आणि त्यांची माध्यमे
III) साहित्य : एक कलाप्रकार
IV) साहित्यकलेची विविध घटकतत्त्वे

संदर्भ ग्रंथ : (केवळ अतिरिक्त संदर्भांसाठी)

१. मराठी कविता : स्वरूप आणि विवेचन - डॉ. निशिकांत ठकार
२. कविता आणि प्रतिमा - डॉ. सुधीर रसाळ
३. रसग्रहण : कला आणि स्वरूप - गो.म. कुलकर्णी
४. अर्वाचीन मराठी काव्यदर्शन - डॉ. अक्षयकुमार काळे
५. कविता : संकल्पना, निर्मिती आणि समीक्षा - डॉ. वसंत पाटणकर
६. साहित्यविचार : अरविंद वामन कुलकर्णी
७. साहित्यशास्त्र : स्वरूप आणि समस्या - वसंत पाटणकर

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बी.ए. सत्र चार (Semester IV)

अभ्यासक्रम : मराठी साहित्य

घटक एक :

I) कथा वाङ्मयप्रकार : व्याख्या, संकल्पना व स्वरूप
II) 'कथा' या वाङ्मयप्रकाराचे विविध घटक आणि वैशिष्ट्ये
III) मराठी कथा : स्वातंत्र्यपूर्व आणि स्वातंत्र्योत्तर वाटचाल

घटक दोन : साठोत्तरी मराठी कथा (संपादन व प्रस्तावना डॉ. सोपानदेव पिसे, डॉ. दत्तात्रय वाटमोडे, डॉ. व्यंकटेश पोतक्कोडे)

(१९६० ते २००० या कालखंडातील १० निवडक कथाकारांच्या प्रातिनिधिक १० कथांचा संग्रह)

१.	ताटातूट	- उद्धव शेळके
२.	धास्ती	- मनोहर तल्हार
३.	सत्य	- रवींद्र शोभणे
४.	मरी आईला केला नवस	- ना. रा. शेंडे
५.	दावणीचा बैल	- बाबाराव मुसळे
६.	गोष्ट संध्याकाळची	- वासुदेव मुलाटे
७.	मोर्चा	- केशव मेश्राम
८.	पिंटीची गोष्ट	- नागनाथ कोत्तापल्ले
९.	अम्मा	- प्रिया तेंडुलकर
१०.	घे गगनभरारी	- लक्ष्मण टोपले

I) साठोत्तरी मराठी कथांतील विविध आशयसूत्रे
II) साठोत्तरी मराठी कथा : व्यक्तिचित्रण व समाजदर्शन
III) साठोत्तरी कथेची विविध शैलीवैशिष्ट्ये

(घटक 'दोन' चा अभ्यास अभ्यासक्रमातील पुस्तकाच्या आधारे)

घटक तीन : अभिनव काव्यप्रकाश - रा. श्री. जोग
(व्हिनस प्रकाशन, पुणे)

या ग्रंथातील पुढील दोन प्रकरणे अभ्यासक्रमात राहतील.

I) अर्थविचार आणि शब्दशक्ती
II) अलंकार विचार

घटक चार : मराठी छंद - वृत्त : वाङ्मयीन कौशल्यांचा अभ्यास

I) छंद-वृत्त-लय : संकल्पना व अर्थ
II) अक्षरगणवृत्त : स्वरुप व घटक (मंदाक्रांता, शार्दुलविक्रिडीत, भुजंगप्रयात, पृथ्वी)
III) जाति-मात्रावृत्त : स्वरुप व घटक (पादाकुलक, दिंडी, आर्या व बालानंद)
IV) अक्षरछंद : स्वरुप व घटक (ओवी आणि अभंग)

संदर्भ ग्रंथ : (केवळ अतिरिक्त संदर्भासाठी)

१. मराठी कथा : स्वरूप व आस्वाद - दा.वि.कुलकर्णी
२. मराठी कथा : उद्गम आणि विकास - इंदुमती शेयडे

३. कथा : संकल्पना आणि समीक्षा – सुधा जोशी
४. लघुकथालेखन : मंत्र आणि तंत्र – ना.सी.फडके
५. प्रदक्षिणा खंड २ – कॉन्टिनेन्टल प्रकाशन
६. छंदशास्त्र आणि संगीत – बाबुराव जोशी
७. सुगम मराठी व्याकरण व लेखन – मो. रा. वाळंबे
८. मराठी छंदोरचना – ना. ग. जोशी
९. छंदोमीमांसा – डॉ. शुभांगी पातुरकर

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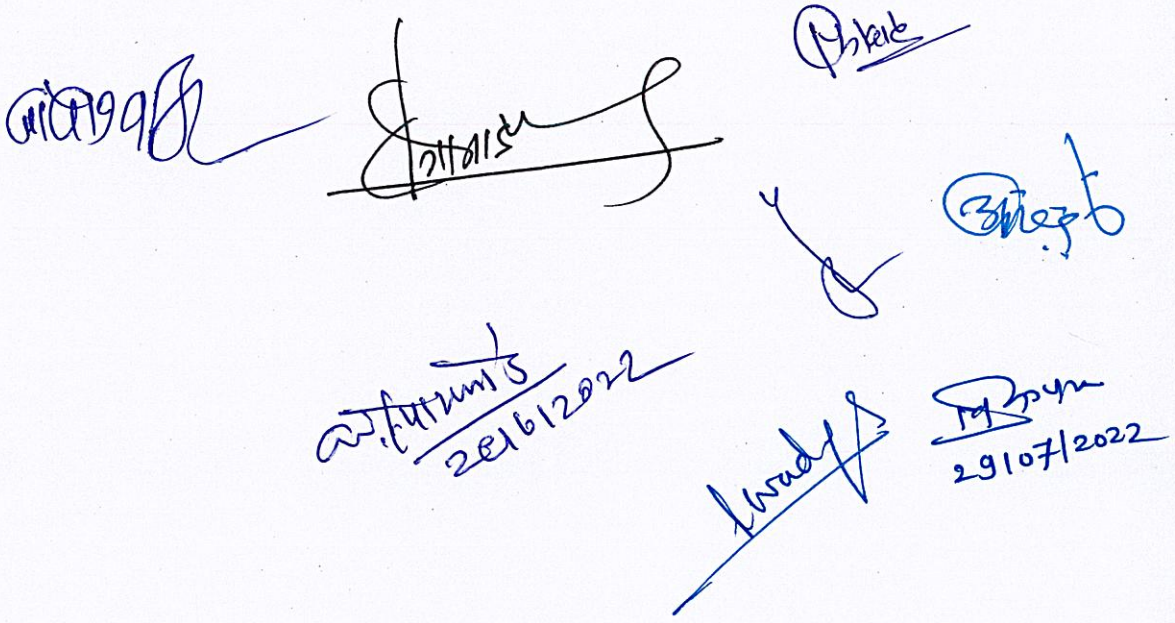

बी.ए. सत्र पाच (Semester V)

अभ्यासक्रम : मराठी साहित्य

घटक एक :

I) कादंबरी : व्याख्या, संकल्पना आणि स्वरूप
II) 'कादंबरी' या वाङ्मयप्रकाराचे विविध घटक आणि वैशिष्ट्ये
III) मराठी कादंबरीची ऐतिहासिक वाटचाल : स्थूल आढावा

घटक दोन : पूर्णामायची लेकरं (कादंबरी) - गोपाल नीलकंठ दांडेकर (मृण्मयी प्रकाशन, पुणे)

I) पूर्णामायची लेकरं : कथानक आणि व्यक्तिचित्रण
II) पूर्णामायची लेकरं : आशय, समाजचित्रण व जीवनदर्शन
III) पूर्णामायची लेकरं : भाषा, निवेदन, संवाद, शैलीवैशिष्ट्ये

घटक तीन : दलित साहित्य : एक आकलन - डॉ. बाळकृष्ण कवठेकर (मेहता प्रकाशन, पुणे)

या ग्रंथातील पुढील तीन प्रकरणे अभ्यासक्रमात राहतील.

I) तत्त्वचर्चा
II) दलित कथा
III) दलित आत्मकथा

घटक चार : अलंकार आणि प्रतिमा : वाङ्मयीन कौशल्यांचा अभ्यास

I) अलंकार : संकल्पना व स्वरूप
II) शब्दालंकार (यमक, अनुप्रास व श्लेष)
III) अर्थालंकार : संकल्पना व स्वरूप (उपमा, उत्प्रेक्षा, रूपक, दृष्टांत)
IV) प्रतिमा : अर्थ आणि प्रकार.

संदर्भ ग्रंथ : (केवळ अतिरिक्त संदर्भांसाठी)

१. कादंबरी आणि मराठी कादंबरी - उषा हस्तक
२. मराठी कादंबरी : तंत्र आणि विकास - बापट, गोडबोले
३. कादंबरी : एक साहित्यप्रकार - हरिश्चंद्र थोरात
४. कादंबरी - ल. ग. जोग
५. मराठी कादंबरीचे पहिले शतक - कुसुमावती देशपांडे
६. प्रदक्षिणा खंड १ व खंड २ - कॉन्टिनेन्टल प्रकाशन
७. काव्याची भूषणे - म.वा. धोंड
८. सुगम मराठी व्याकरण व लेखन - मो. रा. वाळंबे

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बी.ए. सत्र सहा (Semester VI)

अभ्यासक्रम : मराठी साहित्य (ऐच्छिक)

घटक एक :

I) चरित्र : एक वाङ्मयप्रकार : स्वरूप आणि संकल्पना
II) 'चरित्र' या वाङ्मयप्रकाराचे घटक आणि वैशिष्ट्ये
III) मराठीतील चरित्र वाङ्मयाचा इतिहास : प्राचीन ते अर्वाचीन

घटक दोन : एक होता कार्व्हर (चरित्र) - वीणा गव्हाणकर
(राजहंस प्रकाशन, पुणे)

I) एक होता कार्व्हर : कथावस्तू आणि व्यक्तिचित्रण
II) एक होता कार्व्हर : समाजदर्शन आणि जीवनदर्शन
III) एक होता कार्व्हर : चरित्राची शैलीवैशिष्ट्ये

घटक तीन : प्राचीन मराठी वाङ्मयाचा इतिहास - ल.रा.नसिराबादकर
(फडके प्रकाशन, कोल्हापूर)

या ग्रंथातील पुढील चार प्रकरणे अभ्यासक्रमात आहेत.

१) महानुभावांची साहित्यसरिता
२) ज्ञानदेवे रचिला पाया
३) नामयाची वाणी अमृताची खाणी
४) तुका झालासे कळस

घटक चार : वाङ्मयीन शैली आणि तंत्र

I) भाषाशैली : गद्य आणि पद्य
II) शब्द कळा : गद्य आणि पद्य
III) वाक्यरचना आणि वाक्यशैली
IV) वाङ्मयप्रकार आणि भाषाशैली

संदर्भ ग्रंथ : (केवळ अतिरिक्त संदर्भासाठी)

१) चरित्र आणि आत्मचरित्र - अ.म.जोशी
२) चरित्र आणि आत्मचरित्र : साहित्य स्वरूप - सदा कऱ्हाडे
३) मराठी चरित्र : रूप आणि इतिहास - डॉ. जयंत वष्ट
४) प्राचीन मराठीतील चरित्रलेखन - डॉ. वसंत बोरगावकर
५) प्रदक्षिणा खंड १ व खंड २ - कॉन्टिनेन्टल प्रकाशन
६) साहित्याची भाषा - भालचंद्र नेमाडे
७) साहित्यविचार - अरविंद कुळकर्णी
८) साहित्यशास्त्र : स्वरूप आणि समस्या - वसंत पाटणकर
९) वाङ्मयीन शैली : तरंग अंतरंग - डॉ. सुरेश भृगुवार

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बी.ए. सत्र १ ते ६
विषय : मराठी साहित्य (ऐच्छिक)
प्रश्नपत्रिकेचे स्वरूप

वेळ ३ तास) (एकूण गुण ८०

प्रश्न क्र. १ – घटक क्र. १ वर आधारित दोन दीर्घोत्तरी प्रश्न (प्रत्येकी ८ गुण) (गुण १६)

किंवा

घटक क्र. १ वर आधारित दोन दीर्घोत्तरी प्रश्न. (प्रत्येकी ८ गुण)

प्रश्न क्र. २ – घटक क्र. २ वर आधारित दोन दीर्घोत्तरी प्रश्न (प्रत्येकी ८ गुण) (गुण १६)

किंवा

घटक क्र. २ वर आधारित दोन दीर्घोत्तरी प्रश्न (प्रत्येकी ८ गुण)

प्रश्न क्र. ३ – घटक क्र. ३ वर आधारित चार लघुत्तरीत प्रश्न (प्रत्येकी ४ गुण) (गुण १६)

किंवा

घटक क्र. ३ वर आधारित ४ लघुत्तरीत प्रश्न (प्रत्येकी ४ गुण)

(चार लघुत्तरी उपप्रश्नांचा एक गट 'किंवा' दुसरा गट)

प्रश्न क्र. ४ – घटक क्र. ४ वर आधारित चार लघुत्तरीत प्रश्न (प्रत्येकी ४ गुण) (गुण १६)

किंवा

घटक क्र. ४ वर आधारित ४ लघुत्तरीत प्रश्न (प्रत्येकी ४ गुण)

(चार लघुत्तरी उपप्रश्नांचा एक गट 'किंवा' दुसरा गट)

प्रश्न क्र. ५ – अतिलघुत्तरी आठ प्रश्न. (सर्व प्रश्न अनिवार्य) (गुण १६)

(घटक १ वर २, घटक २ वर २, घटक ३ वर २ आणि घटक ४ वर २)

(प्रत्येक घटकावर २ प्रश्न / प्रत्येकी २ गुणांचे)

विषयवार गुण – विभाजन

१)	घटक १	२०
२)	घटक २	२०
३)	घटक ३	२०
४)	घटक ४	२०
	एकूण –	**८० गुण**

परीक्षा गुणविभाजन – विद्यापीठ लेखी परीक्षा – ८० गुण

अंतर्गत मूल्यमापन – २० गुण

एकूण – १०० गुण

अंतर्गत मूल्यमापन
बी. ए. – मराठी आवश्यक
२० गुण : कृती विभाजन

१.	गृहपाठ (घटक १ व २ वर आधारित)	–	५ गुण
२.	लघू प्रकल्प (घटक ४ वर आधारित)	–	५ गुण
३.	गटचर्चा / परिसंवाद (घटक ३ वर आधारित)	–	५ गुण
४.	मौखिकी (घटक १ व २ वर आधारित)	–	५ गुण
	एकूण		**२० गुण**

B. Anomie and social deviation, social structure and social deviation.

C. Social Control: Meaning, definition and means – formal and informal means.

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex., What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill,New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Ronald S. Edari, Social Change, WM. C. Brown Company Publishers, 1976.
10. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House,
    Mumbai, 2002.
11. Vaidya, N. S., Samajshastra, VidyaPrakashan,RuikarMarg, Nagpur.
12. Mukhopadhyay, Aditya,. Social Movements in India, Pearson, New Delhi, 2012
13. दुधे, मेश्राम, बोरकर आणि सोनटक्के, समाजशास्त्र – विषय आणि संकल्पना, जी.सी. पब्लिशर्स, नागपूर
14. आगलावे, प्रदीप, समाजशास्त्र – विषय आणि संकल्पना, श्री साईनाथ प्रकाशन, नागपूर

Semester 3 : Bachelor in Arts (B.A.)

Subject : **Sociology**

Name of Course : **Foundations of Sociological Thought**

Code of Course : **BCC-3**

Type of Course : **Core Elective**

Marks: 80

Syllabus of Course

Unit 1. Emergence of Sociology as a Discipline:

A. Socio-Economic and Political Conditions leading to the Emergence of Sociology

B. Renaissance and Sociology: Enlightenment, Reason, Empiricism, Idealism, Rationalism, Humanism and Attitude of Scientific Enquiry

Unit 2. Founders of Sociology: I

A. **August Comte**: Views on positivism and law of three stages of society.

B. **Herbert Spencer**: Organic analogy, theory of social evolution, military and Industrial society.

3. Founders of Sociology: II

A. **G H Mead:** Mind, Self- 'I', 'Me' and Generalized other, Functions of Self, Society

B. **Emile Durkheim**: Types of suicide, religion and its functions.

4. Founders of Sociological Thought: III

A. **Karl Marx**: Capitalism and its criticism, class and class struggle

B. **Max Weber**: Types of social action, types of authority and bureaucracy.

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, TheMcGRAW-HILLInternational Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of SociologicalTheory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. BendizRinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and ArunansuGhoshal, Social Thought, VivekPrakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, SamajikVicharbant.
17. Daydar, Bhau; Foundations of Sociological Thought, Shri Sahitya Kendra, Nagpur
18. आगलावे, प्रदीप, मुलभूत समाजशास्त्रीय विचार, श्री साईनाथ प्रकाशन, नागपूर

Semester 4 : Bachelor in Arts (B.A.)

Subject : **Sociology**

Name of Course : **Indian Sociological Traditions**

Code of Course : **BCC-4**

Type of Course : **Core Elective**

Marks: 80

Syllabus of Course

Unit 1. Theoretical Roots of Caste in India:

A. **B.R. Ambedkar:** Origin of caste and its social, political and economic criticism.

B. Andre Beteille : Trinitarian Model-Class, Status and Party; Cumulative and Dispersed inequality; Caste, Class and Power

Unit 2. Indian Society and Contemporary Change:

A. **S.C. Dubey**: Values in modernity; modernity, Indian society and social change

B. **Yogendra Singh:** Great and Little Traditions, Processes of Modernization, Institutionalization and Breakdown in Modernization

Unit 3. Social Change from Indian Perspective:

A. **M.N. Shrinivas:** Dominant caste –Meaning and implication. Sanskritization–as a factor of social change, mobility and development.

B. **Sharmila Rege :** Caste and Gender**,** Gender and Violence

Unit 4. Gender and Society in India:

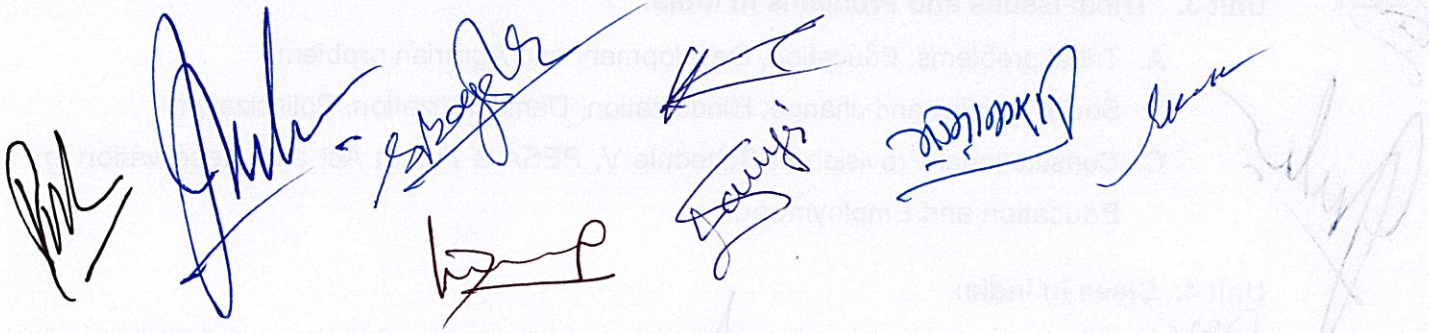
A. **Tarabai Shinde:** Characteristics and criticism of patriarchy in Indian society

B. **Jyotirao Phule and Savitribai Phule:** Patriarchy and issues of women's right, Women's education: need and objectives.

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, TheMcGRAW-HILLInternational Editions.

2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of SociologicalTheory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. Bendiz Rinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, Samajik Vicharbant.
17. Yadav, Ganesh.,Bhartiya Samajshastra ke Agrani Chintak, Orient Blackswan, New Delhi, 2014
18. Kamble. Sanjaykumar., Jatiantache Samajshastra, Dimond publications,Pune, 2018
19. Arya, Sunaina. Rathore, Akash Singh (ed.), Dalit Feminist Theory, Routledge, 2020
20. Singh, Yogendra,. Modernisation of Indian Tradition, Ravat Publications, Jaipur,1988



Semester 5 : Bachelor in Arts (B.A.)

Subject : **Sociology**

Name of Course : **Indian Society: The Structural Issues**

Code of Course : **BCC-5**

Type of Course : **Core Elective**

Marks: 80

Syllabus of Course

Unit 1. Indian Society, Structure and Inequality

A. Caste as a structure of inequality and discrimination.
B. Problems of Scheduled Castes and Other Backward Castes.
C. Constitutional Provisions for Scheduled Castes & Other Backward Classes. Mandal Commission

Unit 2. Patriarchy in Contemporary India:

A. Patriarchy and Caste-Class-Gender relationship: issues of rights and Authority
B. Crime against women: Domestic violence, harassment at work place, Sexual assaults and Rapes
C. Issues of Women's Empowerment and Capability Building – Factors, issues and measures

Unit 3. Tribal Issues and Problems in India:

A. Tribal problems: Education, Development and Agrarian problem.
B. Social mobility and change: Hinduization, Democratization, Politicization
C. Constitutional Provision of Schedule V, PESA & Forest Act and Reservation in Education and Employment.

Unit 4. Class in India:

A. Changing Farming Structure and unemployment, migration, indebtness and suicide

B. New Middle Class : Characters of New Middle Class, dominant middle class in Globalized world, emigration for education and employment

C. Urban Labour Class : Labours in Unorganized Sectors, unemployed Skilled labours, raised unhomed migrated labours

Suggested Readings:

1. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
2. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
3. Berreman, G.D., Caste and Other Inequalities : Essays in Inequality, Folklore Institute, Meerut, 1979.
4. Dube, Leela., Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., Ecology and Equity : The use and Abuse of Nature in Contemporary India, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) Caste in Indian Politics, 1973.
7. Mehta, S.R., (ed.), Population, Poverty, and Sustainable Development, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., Society in India.
9. Ahuja Ram, social Problems in India, Rawat Publications.
10. Finkle, Jason L and C. Alison McIntosh (eds.) The New Policies of Population, The Population Council, New York, 1994.
11. Bose Ashish, Demographic Diversity of India, B.R. Publishing Corporation, Delhi, 1991.
12. Premi, M.K. et al, An Introduction to Social Demography, Vikas Publishing House, Delhi, 1983.
13. Rajendra Sharma, Demography and Population Problems, Atlantic Publishers, New Delhi, 1997.

14. Srivastava, O.S., Demography and Population Studies, Vikas Publishing House, New Delhi,
1994.
15. Chandrasekhar, S., (ed.) Infant Mortality, Population Growth and Family planning in India, George Allen &Unwin Ltd., London, 1974.
16. Beteille, Andre.,2002, Sociology, Oxford university Press, New Delhi.
17. Singh, Yogendra.,2000, Culture change in India, Ravat Publications, Jaipur.
18. Rege, Sharmila., 2006, Writing caste-writing gender,Zubaan, New Delhi
19. Doshi, S.I., 2009, Bhartiya Samajik Vicharak, Ravat Publications , Jaipur
20. Nagla, B.K., 2008, Indian Sociological thought, Ravat Publication, Jaipur

Semester 6 : Bachelor in Arts (B.A.)

Subject : **Sociology**

Name of Course : **Cultural Issues in Indian Society**

Code of Course : **BCC-5**

Type of Course : **Core Elective**

Marks: 80

Syllabus of Course

Unit 1 : Multiculturalism and Society

A. Threads in Indian Culture: Theism and Atheism, Anti-caste cults - Ayothadas, Periyar and Narayana Guru cult, conflicts over philosophy
B. Culture and Regions : different food habits, cloths and traditions, matriarchal and patriarchal traditions, conflicts over food, clothes and rituals
C. Emerging Trends : Casteless and religionless society, Secularism, Humanitarianism and multiculturalism

Unit 2 : Gender and Patriarchy

A. Patriarchal Culture : legal and Social issues of LGBTAQI+, absorption of various genders in society
B. Women and Patriarchy : Conflict over Inter-caste and inter-religion marriages, Women in Advertisement
C. Contemporary issues : Gender equality, Women's Rights, Patriarchal Politics

Unit 3 : Media, Globalization and Culture

A. Contemporary Culture : Emergence of Popular Culture, Westernization and McDonaldization
B. Glocalization : Hybridization of Culture; Global, local and Glocal Culture, imitation of culture
C. Anti-Glocal Cultural trends : Swadeshi, degradation of indigenous culture and its preservation

Unit 4 : Cultural Conflicts in society

A. Communal and Caste Conflicts as cultural conflicts, Ethnic Conflicts and regionalism as cultural issues
B. Cultural hierarchy : Majority verses minority culture, protections to minority and tribal culture, Cultural transformation
C. Great and Little traditions, Modernization of Indian Traditions

Recommended reading

1. Pepi Leistyna, Defining & Designing Multiculturalism, State University of New York Press, 2002
2. Ramon Maiz and Ferran Reqejo, Democracy, Nationalism and Multiculturalism, Frank Cass, London and NewYork
3. Giulian Prato, Beyond Multiculturalism, Ashgate, Bulington 200
4. Shastri, Srikant, Indian Culture, Notion Press India, Chennai, 2021
5. Sahastrabuddhe, Vinay, Connecting Through Culture and Overview of India Soft-Power Strength, Wisdom Tree, 2022
6. Jayshankar, S; The Indian way, Harper Collins, 2022
7. Malesevic, Sinisa, The Sociology of Ethnicity, Sage, London
8. Perse Elizabeth M., Media Effects and Society, Lawrence Erlbaum, London, 2008
9. Durham M G & Kellner D M, Media and Cultural Studies, Blackwell, 2006

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**** In addition for the purpose of Skill Enhancement there shall be a Skill Based Program (Online) for every year. Students have to opt it from SWAYAM/NPTEL/MOOC programs and time to time specified by RTM Nagpur University Nagpur. Few online programs are suggested as below. along with this some certificate courses are designed by Board of Studies in Sociology and Handover it to the department of Lifelong Learning and Extension (under Jeevan Shikshan Abhiyan) for running the courses which is also listed below:**

Sr. No.	Course	Link
1.	Human Rights: Indian	https://onlinecourses.swayam2.ac.in/nou22_hs79/p
2.	Women, Power and Politics	https://onlinecourses.swayam2.ac.in/cec22_h
3.	Society and Media	https://onlinecourses.swayam2.ac.in/cec22_g
4.	Tribal Society	https://onlinecourses.swayam2.ac.in/nou22_h
5.	Gender Sensitization: Society	https://onlinecourses.swayam2.ac.in/nou22_h
6	Relevant course on Internshala	https://internshala.com/ .

**** Above online programs are tentative. RTM Nagpur University may specify these programs time to time by its notifications, orders and ordinances.**

Following Certificate Courses are suggested for Credits which are handed over to department of Lifelong Learning and Extension (under Jeevan Shikshan Abhiyan) for running the courses which is also listed below:

1. CERTIFICATE COURSE IN POSITIVE DISCRIMATION
2. CERTIFICATE COURSE IN WOMENS STUDIES
3. CERTIFICATE COURSE IN CULTURAL STUDIES
4. CERTIFICATE COURSE IN METHODS AND TECHNIQUES OF WRITING RESEARCH PAPER
5. CERTIFICATE COURSE IN TRIBAL STUDIES
6. CERTIFICATE COURSE IN SOCIAL MEDIA AND SOCIETY
7. CERTIFICATE COURSE IN QUANTITATIVE SOCIAL RESEARCH
8. CERTIFICATE COURSE IN QUALIITATIVE SOCIAL RESEARCH
9. TOURISM AND SOCIETY
10. LEISURE AND SOCIETY
11. CERTIFICATE COURSE ON CLASSICAL SOCIOLOGICAL THOUGHTS

RTM NAGPUR UNIVERSITY, NAGPUR

Three/Four Year Bachelor of Arts Degree Examination

Scheme of Teaching & Examination for Four Year Bachelor of Arts Program from Academic Session w.e.f 2024-25

Economics as a Major Subjects

(As per Group - D from Table -3)

Bachelor of Arts (B.A) (Non-Practical Courses)

Semester	Course Type	Subjects	Course Code	Teaching Scheme			Examination Scheme					Credits
				Total Hours Per Week			Max. Marks (TH)*	Max. Marks Activity	Max. Marks (CIE)	Total Marks	Min. Passing Marks	
				Theory	Activity	Total						
I	Major	Introductory Microeconomics	BECO101MJL	4	-	4	80	-	20	100	40	4
	Major	Retail Marketing	BECO102MJM	2	-	2	40	-	10	50	20	2
II	Major	Introductory Macroeconomics	BECO103MJL	4	-	4	80	-	20	100	40	4
	Major	Rural Economics	BECO104MJM	2	-	2	40	-	10	50	20	2
III	Major	Money & Modern Banking	BECO105MJL	4	-	4	80	-	20	100	40	4
	Major	Economics of Education	BECO106MJM	2	-	2	40	-	10	50	20	2
IV	Major	Indian Economy	BECO107MJL	4	-	4	80	-	20	100	40	4
	Major	Economics of Travel & Tourism	BECO108MJM	2	-	2	40	-	10	50	20	2
V	Major	Financial Education & Planning	BECO109MJL	4	-	4	80	-	20	100	40	4
	Major	Economy of Vidarbha	BECO110MJM	4	-	4	80	-	20	100	40	4
VI	Major	Consumer Economics	BECO111MJL	4	-	4	80	-	20	100	40	4
	Major	Kautilya Economics	BECO112MJM	4	-	4	80	-	20	100	40	4

TH* = Theory Paper; B = Bachelor; ECO =ECONOMICS; MJL = Major Large; MJM = Major Medium

Economics as a Minor Subjects

(As per Group - D from Table -3)

Bachelor of Arts (B.A) (Non-Practical Courses)

Semester	Course Type	Subjects	Course Code	Teaching Scheme			Examination Scheme					Credits
				Total Hours Per Week			Max. Marks (TH)*	Max. Marks Activity	Max. Marks (CIE)	Total Marks	Min. Passing Marks	
				Theory	Activity	Total						
II	Minor	Principles of Economics	BECO113MN	2	-	2	40	-	10	50	20	2
III	Minor	Money & Modern Banking	BECO114MN	4	-	4	80	-	20	100	40	4
IV	Minor	Indian Economy	BECO115MN	4	-	4	80	-	20	100	40	4
V	Minor	Financial Education & Planning	BECO116MN	4	-	4	80	-	20	100	40	4
VI	Minor	Consumer Economics	BECO117MN	4	-	4	80	-	20	100	40	4

TH* = Theory Paper; MN= Minor

Bachelor of Arts (B.A)

B.A – Semester – VII & VIII (Honours Degree)

Semester	Course Type	Subjects	Course Code	Teaching Scheme			Examination Scheme					Credits
				Total Hours Per Week			Max. Marks (TH)*	Max. Marks Activity	Max. Marks (CIE)	Total Marks	Min. Passing Marks	
				Theory	Activity	Total						
VII	Major	Financial Economics	BECOH113MJ	4	-	4	80	-	20	100	40	4
	Major	Issues in Economic Development	BECOH114MJ	4	-	4	80	-	20	100	40	4
	Major	Indian Public Finance	BECOH115MJ	4	-	4	80	-	20	100	40	4
VIII	Major	Advanced Micro Economics	BECOH116MJ	4	-	4	80	-	20	100	40	4
	Major	Advanced Macro Economics	BECOH117MJ	4	-	4	80	-	20	100	40	4
	Major	Maharashtra Economy	BECOH118MJ	4	-	4	80	-	20	100	40	4

*H=Honours

Bachelor of Arts (B.A)

B.A – Semester –VII & VIII (Research Degree)

Semester	Course Type	Subjects	Course Code	Teaching Scheme			Examination Scheme					Credits
				Total Hours Per Week			Max. Marks (TH)*	Max. Marks Activity	Max. Marks (CIE)	Total Marks	Min. Passing Marks	
				Theory	Activity	Total						
VII	Major	Statistical Methods for Economics	BECOR119MJ	4	-	4	80	-	20	100	40	4
	Major	Economic Data Analysis	BECOR120MJ	4	-	4	80	-	20	100	40	4
	Major	Research Methods in Economics	BECOR121MJ	4	-	4	80	-	20	100	40	4
VIII	Major	Advanced Micro Economics	BECOR122MJ	4	-	4	80	-	20	100	40	4
	Major	Advanced Macro Economics	BECOR123MJ	4	-	4	80	-	20	100	40	4
	Major	Maharashtra Economy	BECOR124MJ	4	-	4	80	-	20	100	40	4

TH* = Theory Paper; R= Research

Open Elective (OE) Subject

OE except major subject	Semester - I	Semester - II	Semester - III	Semester -IV
Economics	Entrepreneurial Development	Economics of Human Development	Economics of GST	Basics of Indian Economy
Course Code	BECO125OE	BECO126OE	BECO127OE	BECO128OE
Credit	**4**	**4**	**2**	**2**

Vocational Skill Course (VSC) Subject

VSC related to Major Subject	Semester - I	Semester - II	Semester - III	Semester -V
Economics	Personal Finance & Planning	Tourism & Hospitality Management Skill	Leadership & Personality Development	Financial Literacy
Course Code	BECO129VSC	BECO130VSC	BECO131VSC	BECO132VSC
Credit	**2**	**2**	**2**	**2**

Skill Enhancement Course (SEC) Subject

SEC subject chosen from University basket	Semester - I	Semester - II	Semester - IV
Economics	Stock Market	Economic Survey & Union Budget	Organic Farming & Entrepreneurship
Course Code	BECO133SEC	BECO134SEC	BECO135SEC
Credit	**2**	**2**	**2**

Indian Knowledge System (IKS) Course Subject

IKS course subject related to Major Subject	Semester - I
Economics	Koutilya's Economy
Course Code	BECO136IKS
Credit	**2**

Filed Project/ Community Engagement Programme (FP/CEP)

Semester	Semester - III	Semester - IV	Semester - V
Subject	**FP**: Apply Guideline as per University Norms	CEP: Apply Guideline as per University Norms	**FP:** Apply Guideline as per University Norms **OR** **CEP**: Apply Guideline as per University Norms
Course Code	BECO137FP	BECO138CEP	BECO139FP/CEP
Credit	**2**	**2**	**2**

On-the-Job Training (OJT)

Semester	Semester - VI
Subject	Apply Guideline as per University Norms
Course Code	BECO140OJT
Credit	**4**

Research Methodology/On-Job-Training/Research Project

For Honours Degree

Semester	Semester - VII	Semester - VIII
Subject	**RM**: Apply Guideline as per University Norms	**OJT**: Apply Guideline as per University Norms
Course Code	BECO141RM	BECO142OJT
Credit	**4**	**4**

Research Project/Research Dissertation

For Research Degree

Semester	Semester - VII	Semester - VIII
Subject	**RP/RM**: Apply Guideline as per University Norms	**RP/RD**: Apply Guideline as per University Norms
Course Code	BECO143RP/RM	BECO144RP/RD
Credit	**4**	**4**

Continuous Internal Assessment

(For 20:80 Scheme Subject)

1	Attendance of the student during a particular semester	05 Marks
2	An Assignment based on curriculum to be assessed by the teacher concerned	05 Marks
3	Subject wise class test or activities conducted by the teacher concerned	10 Marks
	Total Marks	**20 Marks**

Open Elective Course/OE in Economics

ENTREPRENEURIAL ECONOMICS

Course Title: Entrepreneurial Economics	**Program: B.A. Semester - I**
Course Code :BECO125OE	**No. of Credits: 4**
Contact Hours: 48 hrs.	**Duration of Examination: 3 hrs.**
Theory Examination Marks:80	**Internal Assessment Marks:20**

Course Outcomes (Cos): After the successful completion of the course, the student will be able to:

1. Start own business as Entrepreneur
2. Enabling the students to find career opportunities in business
3. To enable the students to gain knowledge and skills needed to run a business successfully.

CONTENTS

Unit –I: Entrepreneur and Entrepreneurship

Entrepreneur and Entrepreneurship – Meaning, Definitions, Evolution, types- Characteristics, qualities, functions of entrepreneur- Distinction between entrepreneur and manger, Distinction between entrepreneur and entrepreneurship, Growth of entrepreneurship in India, Problems of rural entrepreneurship in India

Role and importance of Entrepreneurship in economic development, Factors influencing entrepreneurship - Psychological, Social, Economic and Environmental, New generations of entrepreneurship viz. social, Health, Tourism and Women entrepreneurship; Barriers to entrepreneurship

Unit –II: Entrepreneurship Ventures

Generation of Entrepreneurship Ventures idea – Methods and Process, Sources of ideas, Screening Process, Assessing Opportunities, Challenges, Critical factors of new venture

Business Plan: Steps involved in setting up a Business – identifying, selecting a Good Business opportunity, Market Survey and Research

Unit –III: Financial Resources for New Ventures

Sources of Finance – Capital structure, Institutional support to enterprises, National Small Industries Board, State Small Industries Development Corporation, District Industrial Centers

Entrepreneur Assistance: Assistance to an entrepreneur-Industrial Park (Meaning, features) -Special Economic Zone (Meaning, features)-Financial assistance by different agencies-License, Environmental Clearance, e-tender process, Excise exemptions and concession, Exemption from income-tax

Unit –IV: Business and Entrepreneurship Development

Business and Entrepreneurial development - Determining and acquiring required resources (Financial, Physical and Human): Search for entrepreneurial capital- Debt vs. Equity; Venture Capital Market; Angel Financing and Alternative sources of finance for Entrepreneurs. Entrepreneurship development programme (EDP) in India– Objectives, Phases, and inputs of EDP; Government initiatives for entrepreneurship – Make in India, Start-up India, MUDRA etc.

Reference:

1. Khanka. S.S., "Entrepreneurial Development" S.Chand & Co. Ltd., Ram Nagar, New Delhi, 2013.
2. Entrepreneurship, R. Saibaba, Kalyani Publishers, New Delhi.
3. Entrepreneurship Development and Business Ethics, Sanjeet Sharma – V.K. Global Pvt. Ltd., New Delhi
4. Desai, Vasant. Dynamics of Entrepreneurial Development and Management. Mumbai, Himalaya Publishing House
5. David.H. Holt – Entrepreneurship New Venture Criterion
6. Poornima M. – Entrepreneurship Development and Small Business Enterprises (2nd Edition Pearson)

ECONOMICS OF HUMAN DEVELOPMENT

Course Title: Economics of Human Development	Program: B.A. Semester - II
Course Code: BECO126OE	No. of Credits: 4
Contact Hours: 48 hrs.	Duration of Examination: 3 hrs.
Theory Examination Marks:80	Internal Assessment Marks:20

Course Outcomes (Cos): After the successful completion of the course, the student will be able to: 1. Differentiate between Human Resource Development (HRD), Human Development (HD) and HRM 2. Understand the concepts of Human Security, describe dimensions of human development, and appreciate various practices and policies of human development, HDI and India

CONTENTS

Unit –I: Introduction to Human Development
Human Development: meaning and definition, importance, and objectives, Basic Needs Approach - Quality of Life Approach - Capability Approach, Human Resource Development (HRD), Human Resource Management (HRM)

Unit –II: Human Security, SDGs and Approaches to Human Development
Human Security: Economic security - Food security - Health security - Environmental security - Personal security - Community security - Political security.

Sustainable Development Goals (SDGs): Understanding the SDGs - Linkages between human development and the SDGs, Indian Perspectives and Experience with Human Development: Approach to human development in national plans

Unit –III: Dimensions and Measurement of Human Development
Dimensions of Human Development: Empowerment - meaning and usage, Cooperation - definition and brief introduction, Equity - concept and usage, Sustainability – meaning and importance, Participation - concept, different forms of participation, Human development & Productivity - factors determining productivity

Unit –IV: Measuring Human Development
Human Development: Need for indices - Earlier indices: - Physical Quality of Life Index (PQLI), - Disability Adjusted Life Years (DALYs), - Social Capability Index. Human Development Index - HDI as compared to per capita GDP - Method of computing HDI - Critique of HDI. Other indices: Human Poverty Index (HPI)- Gender-related Development Index (GDI) - Gender Empowerment Measure (GEM).

Issues in Human Development: Impact of Globalisation on Human Development - Trade and Human Development. - Technology and Human Development

References:

1. Dev, S. Mahendra, Piush Antony, V. Gayathri, and R.P. Mamgain, 2001, Social and Economic Security in India, Institute for Human Development, New Delhi
2. Government of India, National Human Development Report 2002, Planning Commission, New Delhi
3. Jaya Gopakl, R: Human Resource Development: Conceptual analysis and Strategies, Sterling Publishing Pvt. Ltd., New Delhi
4. Viramani, B.R and Seth, Parmila: Evaluating Management Development, Vision Books, New Delhi.
5. Rao, T.V: Human Resource Development, Sage Publications, New Delhi.

ECONOMICS OF GST

Course Title: Economics of GST	Program: B.A. Semester - III
Course Code : BECO127OE	No. of Credits: 2
Contact Hours: 24 hrs.	Duration of Examination: 3 hrs.
Theory Examination Marks:40	Internal Assessment Marks:10

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

1. Acquire knowledge on indirect taxes with special reference to GST
2. Acquire the theoretical and application knowledge of GST and its Evolution in India
3. To enable the students to understand the GST Law, ITC, Valuation of supply and returns
4. Simple calculation of GST and Input Tax Credit, Valuation of Supply (Numerical on valuation and calculation of tax)

CONTENTS

Unit –I: Introduction to Economics of GST

Constitutional framework of Indirect Taxes before GST (Taxation Powers of Union & State Government); Major Defects in the structure of Indirect Taxes prior to GST, GST, Rationale-Meaning, Structure of GST, Taxes subsumed under GST, Multiple rates of GST, Recent reforms in GST, Constitution [101st Amendment] Act, 2016,

Unit –II: Fundamentals of GST

GST Structure in India - GST: Advantages and Disadvantages, One Nation-One Tax, Structure of GST; Features of Single and Dual GST Model, GST Model in India: 1 SGST, CGST, UTGST & IGST); Goods and Services Tax Network [GSTN], GST Council; Creation, Members, Decisions, Compensation to states

References:

1. The Central Goods and Services Tax, 2017
2. The Constitution (One hundred and First Amendment) Act, 2016
3. Gupta, S.S. , GST- How to meet your obligations (April 2017), Taxman Publications
4. Datey,V.S. (2019) . Indirect Taxation. New Delhi Vastu and Sevakar Vidhan by Government of India
5. Mehrotra, H.C. & Goyal, S.P.(2019), Indirect Taxes, Agra: Bhawan Publications.
6. The Goods and Services Tax (Compensation to States), 2017
7. Halakandhi, S., G.S.T (Vastu and Sevakar) (Hindi) Vol-1, 2017

BASICS OF INDIAN ECONOMY

Course Title: Basics of Indian Economy	Program: B.A. Semester - IV
Course Code : BECO128OE	No. of Credits: 2
Contact Hours: 24 hrs.	Duration of Examination: 3 hrs.
Theory Examination Marks:40	Internal Assessment Marks:10

Course Outcomes (COs): By the end of the course the student will be able to:

1. Trace the evolution of Indian Economy.
2. Identity the structural features and constraints of the Indian Economy.
3. Evaluate planning models and strategy adopted in India.
4. Analyse the sector specific problem and contributions towards overall economic growth.
5. Review various economic policies adopted.

CONTENTS

Unit –I: Features of Indian Economy and Agriculture Sector

Economy – Meaning and types of economy, Features of Indian Economy: India as a developing economy; Demographic features; Human Development Index (HDI); Problems of Poverty, Unemployment, Inflation, Income inequality

Agriculture sector in India: Land use and Cropping pattern, Causes of low productivity in agriculture, The measures taken to increase the productivity, Agriculture marketing in India; Agricultural price policy, Food security in India

Unit –II: Industrial and Service Sector in India

Industrial Sector in India: Industrial development during Five Year Plan; Industrial Policy; Performance of public sector in India, Growth of MSMEs, Sources of Industrial Finance, Impact of Liberalization, Privatization and Globalization on Industrial sector

Service sector in India: Role of Service Sector in India, Employment generation in services sector, Share of Service sector in India's GDP

References:

1. Agarwal A N & Agarwal M K (2017) Indian Economy: Problems of Development and Planning, Wishwa Prakashan, New Delhi.
2. Misra, S.K. and Puri, V.K. (2018). Indian Economy. Himalaya Publishing House, Mumbai.
3. Dutt & Sundharam ,(2021), Indian Economy- 73th Edition ,S Chand & cop. Pvt. Ltd. New Delhi.
4. Uma Kapila, (2018), Indian Economy since Independence- Academic Foundation, New Delhi.
5. Prakash, B.A (2012), The Indian Economy since 1991 – Economic Reforms and Performance, Pearson Education, New Delhi
6. Joshi Vijaya and LMD Little, 1998, India Economic Reform 1991-20010, Delhi

Vocational Skill Course/VEC in Economics

PERSONAL FINANCE AND PLANNING

Course Title: Personal Finance & Planning	**Program: B.A. Semester - I**
Course Code : BECO129VEC	**No. of Credits: 2**
Contact Hours: 24 hrs.	**Duration of Examination: 3 hrs.**
Theory Examination Marks:40	**Internal Assessment Marks:10**

Course Outcomes: After completion of the course, learners will be able to:

1. Examine the meaning and appreciate the relevance of financial planning.
2. Demonstrate the concept of investment planning and its methods.
3. Examine the scope and ways of personal tax planning.
4. Analyse insurance planning and its relevance. 5. Interpret insight into retirement planning and its relevance.

CONTENTS

Unit –I: Introduction to Personal Financial Planning

Financial goals; steps in financial planning; budgeting incomes and payments; time value of money; Personal Financial Analysis, Cash Flow management and budgeting, Insurance planning, Debt management and counselling, Tax planning, Retirement planning, Estate planning, benefits of savings; management of spending & financial discipline

Unit –II: Investment Planning

Process and objectives of investment; concept and measurement of return & risk for various asset classes; measurement of portfolio risk and return, diversification & portfolio formation; Gold bond; Real estate; Investment in greenfield and brownfield Projects; Investment in fixed income instruments, financial derivatives & commodity market in India; Mutual fund schemes; International investment avenues; Currency derivatives and digital currency.

References:

1. Indian Institute of Banking & Finance. Introduction to Financial Planning. Taxman Publications, New Delhi.
2. Keown A.J. Personal Finance. Pearson Publications.
3. Madura, J. Personal Finance. Pearson Publications.
4. Jaiswal, B., Shimpi, L.S., & Srivastava, S.K. Managing Personal Finance. Publisher: New Royal Book Company.
5. Kapoor, J.R., Dlabay, L.R., Hughes, R.J., & Hart, M.M. Personal Finance. McGraw Hill Publications.
6. Pandit, A. The Only Financial Planning Book that You Will Ever Need. Network 18 Publications Ltd., Mumbai.
7. Sinha, M. Financial Planning: A Ready Reckoner. McGraw Hill Education.
8. Tripathi, V. Fundamentals of Investment. Taxman Publications, New Delhi.

TOURISM & HOSPITALITY MANAGEMENT SKILL

Course Title: Tourism & Hospitality Management Skill	**Program: B.A. Semester - II**
Course Code : BECO130VEC	**No. of Credits: 2**
Contact Hours: 24 hrs.	**Duration of Examination: 3 hrs.**
Theory Examination Marks:40	**Internal Assessment Marks:10**

Course Outcomes: After completion of the course, learners will be able to:

1. Plan, Lead, Organic and control resources for effective and efficient tourism operations.
2. Create, apply and evaluate marketing strategies for tourism destinations and organizations
3. Develop and evaluate tourism policy and planning initiatives
4. Demonstrate effective communication skills
5. Evaluate diversity and ethical considerations relevant to the hospitality industry
6. Identity and apply business concepts and skills relevant to the operational areas of hospitality management.

CONTENTS

Unit –I: Introduction to Tourism

Meaning, Definition, Scope of Tourism, meaning of - Tourist, traveller, visitor, transit visitor and excursionist, Nature of tourism, Service Characteristics, Types of Tour packages; Forms of Tourism, Impacts of Tourism, Socio-cultural, economic and environmental, Barriers to Tourism, overcoming barriers to tourism, Essential skills for success in tourism and hospitality

Unit –II: Hospitality Management

Meaning of hospitality industry, Importance of customer care in hospitality, Accommodation, Classification of hotels, Food and Beverages, Entertainment, Recreation, Relaxation, Functions and Banquets, Security, Seminars, Conferences and Exhibitions, Meaning of hospitality distribution channels, Idea of major hospitality distribution channels (like travel agents, tour operators, consortia, reservation system, etc.), Functions of distribution channels, Tips for success in tourism and hospitality

References:

1. An Introduction to Travel and Tourism (English) S. Seth & P. N. Bhat; Sterling Publishers, New Delhi.
2. Basics of Tourism Management (English) S. N. Mishra & S. K. Saudal ; Excel Books, New Delhi.
3. Basics of Tourism (English) Kamra & Chand; Kanishka Publisher, New Delhi.

LEADERSHIP AND PERSONALITY DEVELOPMENT

Course Title: Leadership & Personality Development	Program: B.A. Semester - III
Course Code : BECO131VEC	No. of Credits: 2
Contact Hours: 24 hrs.	Duration of Examination: 3 hrs.
Theory Examination Marks:40	Internal Assessment Marks:10

Course Outcomes (COs): This programme is designed to aid candidates in their preparation for recruitment through campus or outside campus. The course will enable students to be a better professional through effective communication. Students will learn skills to present themselves in an effective manner while facing interviews or similar test for placements.

CONTENTS

Unit –I: Leadership Skill

Communication skills, Skills and Interview Techniques; Leadership: Definition and meaning, Importance, Leadership and Management, Leader vs Manager, Essential qualities of an effective leader

Types of Leaders, Leadership styles: Traditional, Transactional, Transformational, Inspirational and servant leadership and Emerging issues in leadership: Emotional Intelligence and leadership, Trust as a factor, Gender and Leadership

Unit –II: Introduction to Personality Development

Personality: Concept and Definition, Dimensions of personality Determinants of personality, - Significance of personality development, Personality traits, Personality characteristics in organizations: Self-evaluation, Locus of control, Self-efficacy, Self-esteem, Self-monitoring: Positive and negative Impact. Organizational Context of Leadership and Personality, Contemporary Business Leaders

Purpose of personality assessment, Methods of personality assessment, observation method, Interview method, Types of Psychological test for personality assessment personality Inventories and Projective tests

References:

1. Organisational Behaviour , M.Parikh and R.Gupta , TataMcGraw Hill Education Private Limited
2. Organisational Behavior, D. Nelson, J.C Quick and P. Khandelwal, Cengage Publication Web References
3. http://heecontent.upsdc.gov.in/
4. https://epgp.inflibnet.ac.in/
5. https://swayam.gov.in/
6. https://udrc.lkouniv.ac.in/Department/DepartmentDetail/StudyMaterial?dept=5
7. https://www.coursera.org/in

FINANCIAL LITERACY

Course Title: Financial Literacy	**Program: B.A. Semester - V**
Course Code : BECO132VEC	**No. of Credits: 2**
Contact Hours: 24 hrs.	**Duration of Examination: 3 hrs.**
Theory Examination Marks:40	**Internal Assessment Marks:10**

Course Outcomes (Cos): The students will be able to understand the importance of financial literacy and prepare financial plans and budgets.

1. Develop proficiency for personal and family financial planning
2. Apply the concept of investment planning
3. Ability to analyse banking and insurance products
4. Personal Tax Planning
5. The student will be able to describe the importance of insurance services as social security measures.

CONTENTS

Unit –I: Introduction to Financial Literacy

Meaning and Importance, Components of Financial Literacy, Advantages and disadvantages of financial Literacy, Financial Institutions: Meaning, Banking and Non-Banking Financial Institutions, Types of banks, Introduction of Digital Banking

Unit –II: Investment Planning & Management

Financial Services from Post Office: Post office Savings Schemes: Savings account - Recurring deposit -Term Deposit - Monthly Income Scheme - Kissan Vikas Pathra – NSC – PPF - Senior Citizen Savings Scheme - Sukanya Samriddhi Yojana/Account - Indian Post Payments Bank - Money Transfer - Money Order

Insurance Services: Life Insurance – Life Insurance Policies - Term Insurance and Endowment Policies - Pension Policies - Health Insurance Plans – ULIP - Property Insurance - General Insurance - Types, Postal Life Insurance Schemes- Housing Loans - Institutions providing Housing Loans, Pradhanmantri Awas Yojana: Rural and Urban

References:

1. Avadhani, V A (2019), Investment Management, Mumbai: Himalaya Publishing House Pvt Ltd
2. Chandra, P (2012), Investment Game: How to Win. New Delhi: Tata McGraw Hill Education.
3. Kothari, R (2010), financial Services in India: Concept and application. New Delhi: Sage Publication India Pvt td
4. Milling B. E, (2003), The Basics of Finance: Financial Tools for Non-Financial Managers, Indiana: Universe Company.
5. Zokaityte , A (2017), Financial Literacy Education. London: Palgrave Macmillan

Skill Enhancement Course (SEC)

STOCK MARKET

Course Title: Stock Market	**Program: B.A. Semester - I**
Course Code : BECO133SEC	**No. of Credits: 2**
Contact Hours:	**Duration of Examination:**
Theory Examination Marks:	**Internal Assessment Marks:**

Course Outcomes (Cos): After going through the course, learners will be able to:

1. Identify the stock market functions
2. Identify the practical applicability of different investment tools
3. Integrate the analytical skill for the techniques of fundamental and technical analysis
4. Develop the analytical skills needed to make informed investment decisions in the stock market

CONTENTS

Unit –I: Introduction to Stock Market

Origin and concept of stock market and its functions, Types of securities traded in the stock market, Participants in the stock market, Trading mechanisms, Market regulators

Concept of New Issue Market & Security Trading, Relationship between New Issue market and stock exchange, Role of function of a broker in stock market and types of brokers,

Unit –II: Trading and Settlement in Stock Exchange

Different trading systems-BSE-BOLT system, Different types of Settlements – Pay-in and Pay-out, NSE-NEAT system options – Market types, Order types and books – fund settlement- Risk management system in BSE and NSE

References:

1. Arora Arvind (2022), Basics of Stock Market -Complete Guide for Stock Beginners, A2Motivation
2. Gala Jitendra (2007) Guide To Indian Stock Market Buzzing stock Publishing House
3. Investing in India, Rahul Saraogi, Wiley Publication
4. Investment Analysis & Portfolio Management, Prasanna Chandra, McGraw Hill Publication
5. Investment Management-Security Analysis & Portfolio Management, Preeti Singh, Himalaya Publishing House

Students Skill Developments Activities:

1. Visit banks, post offices, and insurance companies to collect information and required documents related to the services offered by these institutions and to know the procedure of availing of these services.
2. Fill up the forms to open accounts and to avail loans and shall attach photocopies of necessary documents.
3. Mandatory: Training of the students in the related skill enhancement by the lecture, Total + 10 Hrs.
4. For Teacher: Training of the students by the teacher in the classroom or in the field for a total of not less than 10 Hrs. on techniques of writing report. The teacher shall train the students to identity the sources, authenticate, compile, arrange and judge in a proper order.
5. For Students: Students shall individually visit a place like a Street/Village/Cultural Centre/ Religious place monument/Organisation/Institution and make observation. (or) study the biography/achievements of an inspiring personality and make observations.
   These individual or groups (minimum 5 students) observations shall be written not exceeding 10-15 pages and submitted to the teacher as Field work/Project work report in the given format.

6. Suggested Fieldwork/Project work format: Title page, Student Details, Acknowledgments, Index page, Objectives, Stepwise process, Findings and References.
7. Maximum Marks for Field work/project work Report = 50

Assignments/Activities towards Comprehensive Continuous Evaluation:

The SEC course on Understanding Economic Survey and Union Budget will have 50 marks for internal assessment.

1. Assignments
2. Group Discussion
3. Presentation of videos related sites
4. Projects
5. Seminar
6. Case study
7. Report writing

Note: The project shall be related to issues in the Economic Survey and Union Budget by sourcing data and material from reliable sources. Extra time apart from class time should be assigned by the concerned teachers to guide the students for the project work.

ECONOMIC SURVEY AND UNION BUDGET

Course Title: Economic Survey and Union Budget	Program: B.A. Semester - II
Course Code : BECO134SEC	No. of Credits: 2
Contact Hours:	Duration of Examination:
Theory Examination Marks:	Internal Assessment Marks:

Course Outcomes (COs): Students will have the capability to understand government policies and will be informed participants in economic decision-making.

The course seeks to familiarise students and deepen their knowledge with regards to the basic concepts related to the Economic Survey and the Union Budget. It proposes to enhance their capability to understand government policies and be informed participants in economic decision making.

CONTENTS

Unit –I: Economy Survey
What is economic survey, Review of Indian Economy, Key high-lights of economic review, Importance of economic survey, Performance of major development programs, Climate change and environment, Agriculture and food security, Social Infrastructure

Unit –II: Union Budget of India & Government Policy
Need for the Budget, Understanding the process of budget making in India, Analysis of fiscal and revenue deficits, Analysis of sources of revenue and expected growth in revenue, Tax simplification, Improvement in administration, Expansion of tax , Net and other measures to improve revenue receipts, Analysis of expenditure pattern and expected growth in expenditure, Thrust areas of budget, Sectors that have received higher/lower shares of expenditure, Reasons and consequences thereof, Steps proposed to ensure effective spending

References:
1. Chakraborty, P. (2015), Intergovernmental fiscal transfers in India: Emerging trends and realities.
2. Ministry of Finance, Economic and social classification of the budget
3. Ministry of Finance, Economic Survey (latest)
4. Ministry of Finance, Finance Commission report (Latest)
5. Ministry of Finance, Union Budget
6. Reddy, Y. (2015), Continuity, Change and the wary forward, The fourteenth finance commission, Economic and Political weekly, 50 (22)

Students Skill Developments Activities:

The SEC course on Understanding Economic Survey and Union Budget will have 50 marks for internal assessment.
1. Assignments
2. Group Discussion
3. Presentation of videos related sites
4. Written Projects
5. Seminar
6. Case study
7. Report writing

Note: The project shall be related to issues in the Economic Survey and Union Budget by sourcing data and material from reliable sources. Extra time apart from class time should be assigned by the concerned teachers to guide the students for the project work.

ORGANIC FARMING AND ENTERPRENUERSHIP

Course Title: Organic Farming & Entrepreneurship	**Program: B.A. Semester - IV**
Course Code : BECO135SEC	**No. of Credits: 2**
Contact Hours:	**Duration of Examination:**
Theory Examination Marks:	**Internal Assessment Marks:**

Course Outcomes (Cos):

CONTENTS

Unit –I: Introduction Organic Farming

Introduction to organic farming, aim, objective, scope and concept, principles and need of organic farming, agencies and institutions related to organic farming, types of organic farming, benefits of organic farming, conventional farming v/s organic farming, scope, potential and present status of organic farming – characteristics of organic farming, farm components for an organic farm, Weed Management & Irrigation Management

Organic products start-ups, scope and potential areas for start-ups, funding agencies, food processing and handling, Harvest and Post-Harvest Management: Branding of rural products challenges in organic farm

Unit –II: Entrepreneurship in Farming

Understanding entrepreneurship in farming, What is entrepreneurship, Farmers as entrepreneurs, Entrepreneurship dynamics, Entrepreneurial environment, Stages of farm enterprise development, Barries to entrepreneurship, Challenges of farm entrepreneurship, Entrepreneurial qualities, Building entrepreneurship skill for farming

References:

1. Wiswall R. (2009). The Organic Farmer's Business Handbook: A Complete Guide to Managing Finances, Crops, and Staff and Making a Profit. Publishers: Chelsea Green Publishing: Pap/Cdr edition ASIN: B007EDZ2X6
2. Salatin J. (2013). You Can Farm: The Entrepreneur's Guide to Start & Succeed in a Farming Enterprise. Publishers: Polyface, Incorporated; ISBN-10: 0963810928
3. Uwajeh A. N. Investments: The Easy Guide to Building Wealth with Agricultural Business for Beginners. Publishers: Kindle Edition. ASIN: B01LGSBONS
4. Nuthall P. L. Farm Business Management: The Human Factor. Publishers: Lincoln
5. A handbook of Organic Farming By Arun K Sharma, Agrobios Publication
6. Free e-book 'Organic Urban Farming, The Indian Way
7. George R.(2015). Container Gardening for Absolute Beginners.
8. Upadhyaya T. (2021). Secrets of Terrace Gardening: A complete guide to setup and maintain your terrace garden in India, ISBN: 9355267274
9. Latha A.M. (2016). Steps for starting a low budget organic vegetable Terrace garden Publisher: green house India publisher, www.amazon.in
10. Toth. J (2014). Gardening: Urban Gardening: Growing Vegetables and Fruit in Heavily Populated Areaswww.amazon.in
11. L. Veeresh G. K. (2011). Organic Farming Publisher: Foundation Books. ISBN: 9788175968813 https://doi.org/10.1017/UP09788175968813
12. Reddy S. R. (2017). Principles of Organic Farming. Publisher: Kalayani, ISBN: 9327274474
13. FAO (2012), Entrepreneurship in Farming WWW.fao.org

Students Skill Developments Activities:

The SEC course on Understanding Economic Survey and Union Budget will have 50 marks for internal assessment.

1. Assignments
2. Group Discussion
3. Presentation of videos related sites
4. Written Projects
5. Seminar
6. Case study
7. Report writing

Note: The project shall be related to issues in the Economic Survey and Union Budget by sourcing data and material from reliable sources. Extra time apart from class time should be assigned by the concerned teachers to guide the students for the project work.

PRACTICAL

1. Visit of a farm around Vidarbha to identify their adopted techniques.
2. Field based experiment for organic farming.
3. Organic Farm Industry visit with the vision to know the comparative study of chemical based production and organic based production system.
4. Identification of types of organic farming.
5. Conceptual project development on organic farming by the students
6. Garden designing with available space.
7. Demonstration to container selection as per the different types of plants.
8. Soil preparation and preparation of potting mix.
9. Seed sowing methods.
10. Preparation of organic fertilizers with the help of kitchen waste.
11. Application of organic fertilizers as per plant requirement.
12. Management practices; pest, plant, soil and water.
13. Survey of urban kitchen gardening

Three/Four Year Bachelor of Arts Degree Examination

Scheme of Examination for Four Year Bachelor of Arts Program from Implementation from the Academic Session 2024-25

Paper Pattern of Major/Open Elective Paper for 4 Credit

B.A – Economics

_____Semester Examination

ECONOMICS (Name of Paper)

Time: Three Hours} {Maximum Marks:80

Instruction for Candidates:

1. All questions are to be attempted.
2. All questions carry equal marks.
3. When writing the answer to the sub-questions in the main questions, write the number of themain questions and the sub-question.

Paper Pattern:

1. Answer **Any Two** of the following descriptive questions: (8x2=16)
   a) Theory Question - From Unit – I
   b) Theory Question - From Unit – II
   c) Theory Question - From Unit - III
   d) Theory Question - From Unit – IV

2. Answer **Any Two** of the following descriptive questions: (8x2=16)
   a) Theory Question - From Unit – I
   b) Theory Question - From Unit – II
   c) Theory Question - From Unit - III
   d) Theory Question - From Unit - IV

3. Brief answer of the following questions: (4x4=16)

a) Theory Question - From Unit – I	OR	e) From Unit – I
b) Theory Question - From Unit – II	OR	f) From Unit – II
c) Theory Question - From Unit - III	OR	g) From Unit – III
d) Theory Question - From Unit – IV	OR	h) From Unit – IV

4. Short answer of the following questions: (4x4=16)

a) Theory Question - From Unit – I	OR	e) From Unit – I
b) Theory Question - From Unit – II	OR	f) From Unit – II
c) Theory Question - From Unit - III	OR	g) From Unit – III
d) Theory Question - From Unit – IV	OR	h) From Unit – IV

5. Choose the correct answer from the given four alternatives (MCQ): (8x2=16)
   a) MCQ Question - From Unit - I
   b) MCQ Question - From Unit - I
   c) MCQ Question - From Unit - II
   d) MCQ Question - From Unit – II
   e) MCQ Question - From Unit - III
   f) MCQ Question - From Unit - III
   g) MCQ Question - From Unit - IV
   h) MCQ Question - From Unit – IV

Indian Knowledge System (IKS) Course

KAUTILYA'S ECONOMY

Course Title: Kautilya's Economy	**Program: B.A. Semester - I**
Course Code : BECO136IKS	**No. of Credits: 2**
Contact Hours:	**Duration of Examination:**
Theory Examination Marks:	**Internal Assessment Marks:**

Course Outcomes (COs): At the end of the course the student should be able to:
1. This course will enlighten the students about the ancient fundamentals about political and economic constituents, which will frame out a basic land of understanding the modern trends. This will help them to understand the upcoming needs in the area of policy making for states at national and international level.

2. This treatise deals with the science of Governance, so it projects out all the dimensions needed to be understood by students about the present socio-economic and political rules and regulations of the state.

CONTENTS

Unit –I: Introduction of Kautilya's Arthashastra
Content of his books 'Arthashastra', Concepts of Kautilya's Arthashastra, Origin, Influence, The welfare state, Good Governance, Foreign, trade, Taxation, Growth, Oriented Public Expenditure, Western perspective, Kautilya's Arthashastra, Problems in Kautilya's Arthashastra, Significance of Kautilya's Arthashastra, Arthashastra's Central Theme, Kautilya's categories of war, Kautilya's seven pillars, Ideology of Kautilya's, View of Kautilya's about Arthashastra, Principles of Arthashastra, Administrative ideas in Kautilya's Arthashastra, Saptanga Theory of Kautilya's – Svami, Amaya, Janpada, Durga, Danda, Mitra

Unit –II: Economic Thoughts of Kautilya's and It's Contemporary Relevance
Thought of Kautilya' : A moral politics, Social Views, Contract theory of origin of state, Nature state, Welfare state, King, Kosh (Treasury): Danda, Durg, Janpad, Principle of Diplomacy, Strategies of Diplomacy, Mandala Theory & Kenneth Waltz, Machiantvelli & Kautilya's

Economic Thought in Ancient India: Basic features, Economic ideas on Wealth & population, Land & Agriculture, Animal Husbandry, Labour, Wage & Social securities, Public finance & taxation, Pricing & price control, trade, Distribution, Economic functions of state

References:
1. Arthashastra of Kautilya by T. Ganapati Shastri, Chaukhambha Surbharti Prakashana, Varanasi, India, 2005.
2. Arthashastra of Kautilya by Sri. Vacaspati Gairola, Chaukhambha Vidyabahavan, Varanasi, India, 2013.
3. Kautilya, The Arthashastra by L.N. Rangarajan, Penguin Books Ltd, London.
4. Kautilya's Arthashastra: The Way of Financial Management and Economic Governance, Jaico Publishing House, Mumbai, India.

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY

NAGPUR

BOARD OF STUDIES

ECONOMICS

CURRICULUM FRAMEWORK FOR

THREE / FOUR YEAR GRADUATION PROGRAM

SYLLABUS AS PER NEP 2020

Effective from Academic Session 2024-25 onwards

Three/Four Year Bachelor of Arts Degree Examination

Scheme of Examination for Four Year Bachelor of Arts Program from Implementation from the Academic Session 2024-25

Paper Pattern of IKS/Minor Paper for 2 Credit

B.A – Economics

_____Semester Examination

ECONOMICS (Name of Paper)

Time: 1.30 Hours} {Maximum Marks:40

Instruction for Candidates:

1. All questions are to be attempted.
2. All questions carry equal marks.
3. When writing the answer to the sub-questions in the main questions, write the number of themain questions and the sub-question.

Paper Pattern:

1. Answer **Any Two** of the following descriptive questions: (8x2=16)
   a) Theory Question - From Unit – I
   OR
   b) Theory Question - From Unit – I

   c) Theory Question - From Unit – II
   OR
   d) Theory Question - From Unit – II

2. Brief answer of the following questions: (4x4=16)

a)	Theory Question - From Unit – I	OR	e) From Unit – I
b)	Theory Question - From Unit – I	OR	f) From Unit – I
c)	Theory Question - From Unit - II	OR	g) From Unit – II
d)	Theory Question - From Unit – II	OR	h) From Unit – II

3. Choose the correct answer from the given four alternatives (MCQ): (8x1=08)
   a) MCQ Question - From Unit - I
   b) MCQ Question - From Unit - I
   c) MCQ Question - From Unit - I
   d) MCQ Question - From Unit – I
   e) MCQ Question - From Unit - II
   f) MCQ Question - From Unit - II
   g) MCQ Question - From Unit - II
   h) MCQ Question - From Unit – II

Three/Four Year Bachelor of Arts Degree Examination

Scheme of Examination for Four Year Bachelor of Arts Program from

Implementation from the Academic Session 2024-25

MAJOR MANDATORY - 1

Economics as a Major Subjects

For Semester – 1 (4 Credit)

INTRODUCTORY MICROECONOMICS

Credits: 4

Course Objectives:

The basic objective of this course is to familiarize the students about the various concepts of microeconomics. This course intends to provide basics of microeconomics and macroeconomics and various concepts of micro economics, Consumer behaviour, Laws of demand and Supply. The course is designed such that the students are able to explain the various functions of production and price determination and different theories of Distribution.

Course Outcome:

After successful completion of this course, students will be able to

1. Use various basic concepts of microeconomics.
2. Understand consumer behaviours in different situations and measurement of elasticity and its determinants.
3. Know different factors of production, production function, law of variable proportion, price and output determination in different market situations.
4. Use their knowledge to understand different theories of distribution.

Syllabus

Unit 1

Introduction to Microeconomics

Definition of Economics – Scope, Significance of Economics, Methods of Microeconomics. Difference between Microeconomics and Macroeconomics

Basic Concepts - Demand, Wealth, Utility, Elasticity of demand, Giffen Goods, Supply, Consumer Surplus, Production, Market.

Unit 2

Consumer Behaviour

Utility Analysis, Law of Diminishing Utility and Law of Equi-Marginal Utility, Law of Demand, Consumer's surplus, Elasticity of Demand - Price, Income & Cross Elasticities of Demand, Measurement and determinants, Law of Supply

Unit 3

Production Function and Price Determination

Production function, factors of production, Law of Variable Proportion, Price Determination under Perfect Competition, Monopoly and Monopolistic Competition

Unit 4

Theories of Distribution

Marginal Productivity Theory and Modern Theory of Distribution, Ricardian and Modern Theory of Rent, Theories of wages, Theories of Interest - Classical, Neo-classical and Keynes, Theories of Profit, Risk, innovation and Uncertainty theory.

Suggest Readings:

1. G.S Maddala and E. Miller, 1989, Microeconomics, Prentice Hall, McGraw Hill International Edition
2. Karl E. Case and Ray C. Fair (2007): Principles of Economics, 8th Edition, Pearson Education Inc.
3. Jhingan M.L. Micro Economics Theory, Vrinda Publication (P) Ltd. Delhi.
4. Seth M.L. Micro Economics, Laxmi Narain Agrawal Educational Publishers, Agra.
5. Sunil Bhandari, Micro Economics Theory, New Central Book Agency (P) Ltd., Kalkatta.
6. Dr. Deepashree, Micro Economics Theory, Sultan Chand & Son, New Delhi.
7. C. Sriyder and W. Nicholson, Fundamentals of Micro Economics, Cengage Learning (India) 2010 Delhi, India.
8. B. Danglas Bernheim and Michel d. Whinston, Micro economics, Tata Mc Graw-Hill (India) 2009.
9. Gauld, J.P. and Edward, P.L. Micro Economics Theory, Richard, Irwin Homewood.
10. डॉ. गजानन पाटील, सूक्ष्म अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
11. प्रा. देव, प्रा. शास्त्री, प्रा. शेळके, प्रा. जहागीरदार, अर्थशास्त्र, पिपंळापुरे ॲंड कंपनी पब्लिशर्स, नागपूर
12. ग.ना. झामरे, अर्थशास्त्राची मूलतत्वे, पिपंळापुरे प्रकाशन
13. डॉ. रामदास य. माहोरे, अर्थशास्त्राचे सिद्वांत, साई ज्योती प्रकाशन
14. डॉ. एच. पी. सिंह, वी. पी. मित्तल, व्याष्टि आर्थिक सिद्वांत, संजीव प्रकाशन, मेरठ

MAJOR MANDATORY - 2

Economics as a Major Subjects

For Semester – 1 (2 Credit)

RETAIL MARKETING

Course Objectives:

- Students will understand the basic concept of Retail Marketing.
- Students will understand the strategic planning and tools used in Retailing.

Course Outcomes:

- Equip the student with overall idea and role of Retail marketing. Students will get the knowledge about the strategies used in retail marketing

Syllabus

Unit I :

Introduction to Retailing

Retailing - Definition, Nature, Functions, Importance, Retail Marketing, Growth of Organized Retailing in India, Wholesaler vs Retailer, Global Retail Market, Supply Chain Management – Definition, Importance, Role of Information Technology in Retailing.

Unit II :

Strategic Planning in Retailing

Retail Markets Strategy, Levels of Strategy, Strategic Retail Planning Process, Retail Location factors, Branding in Retailing, Private Labelling, Communication Tools used in Retailing, Sales Promotion

Suggest Readings:

1. P. K. Madhavan - Introduction to Retailing – Vijay Nicole Imprints Private Limited, Chennai.
2. John J. Coyle, C. John Langley, J. R. Report A. Novack, Brian J. Gibson – Supply chain Management A Logistics Perspective, Cengage, New Delhi.
3. Joel D. Wisner, Keah Choon Tan, G. Keong Leong Principles of Supply Chain Management a Balanced Approach, Cengage, New Delhi.
4. J. N. Jain & P. P. Singh, 'Modern Retail Management' Regal Publications, New Delhi
5. Suja Nair, 'Retail Management', Himalaya Publishing House.

Three/Four Year Bachelor of Arts Degree Examination

Scheme of Examination for Four Year Bachelor of Arts Program from

Implementation from the Academic Session 2024-25

Economics as a Minor Subjects

PRINCIPLES OF ECONOMICS

Credit : 2

Course Objectives

The basic objective of this course is to familiarize the students about the various basic concepts of Microeconomics & Macroeconomics. This course intends to provide basics functions of money, types of inflation and consumption function.

Course Outcome

After successful completion of this course, students will be able to

1. Use various basic concepts of Micro and Macro Economic.
2. Understand meaning of national income, functions of money and consumption function.

Syllabus

Unit 1

Theories of Microeconomics

Definition of Economics - scope, significance and methods of Microeconomics, Difference between Microeconomics and Macroeconomics

Basic Concepts - Demand, Wealth, Utility, Elasticity of demand, Giffen Goods, Supply, Consumer Surplus, Production, Market- Law of Demand and Law of Supply

Unit 2

Introduction of Microeconomics

National Income – Definitions, Concepts, Measurement

Money - Types and functions of Money

Inflation & Deflation – Meaning, Causes, Types and Effects

Microeconomic Foundations: Keynesian consumption function and Determinants, Propensity to consume

Suggest Readings:

1. Jhingan M.L., Macro Economics Theory, Vrinda Publication (P) Ltd. Delhi.
2. Seth M.L. Laxmi Narain Agrawal Educational Publishers, Agra.
3. Sikdar, S., Principles of Macro Economics, Oxford University Presss, 2nd Edition, 2011.
4. डॉ. गजानन पाटील, स्थूल अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
5. प्रा. देव, प्रा. शास्त्री, प्रा. शेळके, प्रा. जहागीरदार, अर्थशास्त्र, पिपंळापुरे ॲड कंपनी पब्लिशर्स, नागपूर
6. ग.ना. झामरे, अर्थशास्त्राची मूलतत्वे पिपंळापुरे प्रकाशन
7. डॉ. रामदास य. माहोरे, अर्थशास्त्राचे सिद्वांत, साई ज्योती प्रकाशन
8. डॉ. एच. पी. सिंह, वी. पी. मित्तल, समष्टि आर्थिक सिद्वांत, संजीव प्रकाशन, मेरठ
9. Mukharjee, Sampat, Macro Economics- A Global perspective New Central Book Agency (P) Ltd. London, New Delhi, Guwahati.
10. Dornbush, Fischor and Startz, Macroeconomics, Mc Graw Hill, 11th Edition 2010.
11. Andrew B. Abel and Ben S. Bernanke, Micro Economics Pearson Education, the 7th Edition, 2011.
12. N. Gregory, Mankiw, Micro Economics, Worth Publishers, 2010.
13. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
14. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
15. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc.,7th edition, 2011.
16. Errol D'Souza, Macroeconomics, Pearson Education, 2009

MAJOR MANDATORY - 1

Economics as a Major Subjects

For Semester – 1 (4 Credit)

INTRODUCTORY MACROECONOMICS

Credits: 4

Course Objectives:

The basic objective of this course is to familiarize the students about the various concepts of macroeconomics. This course intends to provide basics concepts of national income, functions of money and value determination. The course is designed such that the students are able to explain the phases of business cycle, its determining factors and employment theory. This course will also familiarize with the revenue and expenditure of government and its impact.

Course Outcome:

After successful completion of this course, students will be able to

1. Use various basic concepts of national income and method of income measurement.
2. Understand role and functions of money in the economy, students will also understand the concepts of inflation, deflation their types and effects with controlling measures.
3. Know different factors responsible for the business cycle and its effect on different sectors of economy.
4. Use their knowledge to understand role of government in the economy, sources of revenue and principals of expenditure.

Syllabus

Unit 1 :

Introduction to Macroeconomics

Meaning, Scope and Significance of Macroeconomics, Macroeconomics Approaches,

National Income - Meaning, Definition, Concept of GDP, GNP, NDP, NNP, Per capita Income and GNI, Methods of measuring National Income - Difficulties in the computation of National Income- Importance of National Income

Unit II :

Money and Value of Money

Money - Definition and Functions of Money, Value of Money- Different Theories of Determination of

Value of Money, Comparison between Transaction and Cash Balance Approach,

Inflation – Meaning, Causes, Types and Effects, Calculating Inflation rate, Deflation - Meaning, Causes, Types and Effects, Measures to Control Inflation and Deflation

Unit III :

Theories of Trade Cycle and Employment

Meaning, Nature, Characteristics and Phases of Trade Cycle, Control of Business Cycles, Hawtrey's Theory of Trade Cycle,

Under Consumption and Over Investment Theories of Trade Cycle.

Classical Theories of Employment, Keynesian Theory of Employment.

Unit IV :

Public Finance

Meaning and scope of Public Finance, Principle of Maximum Social Advantage, Difference between Public and Private Goods

Public Revenue - Concept of tax, types of tax – direct tax and indirect tax, Canons of taxation, Effects of taxation

Public Expenditure – Principles, Classification and Effects

Suggest Readings:

1. Jhingan M.L., Macro Economics Theory, Vrinda Publication (P) Ltd. Delhi.
2. Seth M.L. Laxmi Narain Agrawal Educational Publishers, Agra.
3. Sikdar, S., Principles of Macro Economics, Oxford University Presss, 2nd Edition, 2011.
4. डॉ. गजानन पाटील, स्थूल अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
5. प्रा. देव, प्रा. शास्त्री, प्रा. शेळके, प्रा. जहागीरदार, अर्थशास्त्र, पिपंळापुरे ॲंड कंपनी पब्लिशर्स,
6. ग.ना. झामरे, अर्थशास्त्राची मूलतत्वे, पिपंळापुरे प्रकाशन
7. डॉ. रामदास य. माहोरे, अर्थशास्त्राचे सिद्वांत, साई ज्योती प्रकाशन
8. डॉ. एच. पी. सिंह, वी. पी. मित्तल, समष्टि आर्थिक सिद्वांत, संजीव प्रकाशन, मेरठ
9. Mukharjee, Sampat, Macro Economics- A Global perspective New Central Book Agency (P) Ltd. London, New Delhi, Guwahati.
10. Dornbush, Fischor and Startz, Macro-economics, Mc Graw Hill, 11th Edition 2010.
11. Andrew B. Abel and Ben S. Bernanke, Micro Economics Pearson Education, the 7th Edition, 2011.
12. N. Gregory, Mankiw, Micro Economics, Worth Publishers, 2010.
13. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
14. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
15. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education,7th edition, 2011.
16. Errol D'Souza, Macroeconomics, Pearson Education, 2009
17. H. L. Bhatia. Public Finance (Latest Edition).
18. Jha R Modern Public Economics, Routledge, London (1999)

MAJOR MANDATORY - 2

Economics as a Major Subjects

For Semester – 1 (2 Credit)

RURAL ECONOMICS

Credits: 2

Course Objectives:

To enable the students to understand Rural Environment.

To enrich the students about components of the Rural Economy.

To enable the students to understand occupational structure.

Course Outcomes:

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

1. To understand the basics of rural development,
2. To study the characteristics, problems, and programmes of rural redevelopment
3. To study the trends and patterns of economic activities in rural areas
4. To study the role of infrastructural facilities and governance in rural development
5. To enable the students to know about significance of rural enterprises and agricultural allied activities.

Syllabus

Unit I :

Introduction to Rural Economics

Definitions - Objectives and Importance of the Study of Rural Development, Indicators of Rural Development, Inter-disciplinary approach of Rural Economics

Rural Poverty and Unemployment - Rural Poverty-Meaning, Estimates, Causes, Unemployment - Meaning, Types, Magnitude of Rural Unemployment, - Causes and Consequences.

Agencies for Rural Development - Government, Semi-Government Organisations, Co-Operative Institutions, Non-Government Organisations and Voluntary Agencies for Rural Development.

Unit II :

Rural Development

Rural Finance - Need for Rural credit -Credit delivery mechanisms - Rural Cooperative Credit Societies - New strategy for rural lending, Application of Technology in Rural Development – Problems

Rural Marketing – Meaning, Types and importance of Rural Markets, Classification and Structure of Rural Marketing, Ware Housing and Cold Storages - Problems & Remedies

Rural Infrastructure - Educational and Health Infrastructure, Housing and Sanitation, Drinking Water Supply, Rural Transport and Communication, Rural Electrification

Suggest Readings:

1. Mishra, S.K. and Puri V.K. - Economics of Development and Planning, Himalaya Publishing House, Mumbai, 2012.
2. Vasant Desai: Rural Development in India, Himalaya Publishing House, Mumbai, 2012
3. Mehta, Shiv R. (1984): Rural Development Policies and Programmes, Sage Publications, New Delhi. Tyagi, B. P. (1998): Agricultural Economics and Rural Development, Jai Prakash Math and Co., Meerut.
4. Singh, Katar (1986): Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, (Second Edition).
5. Jain, Gopal Lal (1997): Rural Development, Mangal Deep Publications, Jaipur,
6. Gupta. K .R. (Ed) (2003): Rural Development in India, Atlantic Publishers and Distributors, New Delhi.
7. Satya Sundaram I. (1997) Rural Development, Himalaya Publishing House, Mumbai.

Four Year Bachelor of Arts Degree Examination

Scheme of Examination for Four Year Bachelor of Arts Program from

Implementation from the Academic Session 2025-26

MAJOR MANDATORY - 1

Economics as a Major/Minor Subjects

For Semester – 3 (4 Credit)

MONEY AND MODERN BANKING

Credits: 4

Course Objectives:

This course is designed to provide the students with a thorough understanding of the importance of money and banking in various economies. It aims to provide the students with an introduction to understand the concept of money, theories of money supply and money demand and working of monetary policy.

To acquire knowledge various functions associated with banking.

To procedures relating to deposits and loans, and banking technology.

To know the functions of RBI and Commercial banks.

The course on Corporate and Retail Banking aims at giving participants an understanding of the various aspects of Banking operations and Bank Management

Course Outcome:

1. Describe the working of commercial banks
2. Understand the role and functioning of RBI
3. Students will be introduced to fundamental concepts of retail banking.
4. Students get a thorough knowledge about retail products.
5. Students enlighten the students regarding the concepts of the priority sector and its finance and problems in rural banking.
6. Upon completion of this course, students will be able to complete the following key tasks: Understand the structure, functioning and operations of Indian commercial Banks
7. To understand the concepts of Keynesian Economics

Syllabus

Unit – I

Money and Inflation and Deflation

Money – Meaning, Definitions, Functions, Fisher's Quantity Theory of Money, Cash Balance approach, Cambridge equations, Comparison between transaction and cash balance approach

Inflation & Deflation – Meaning, Definitions, Causes, Types, Effects, Measures to control inflation and deflation

Unit – II

Keynesian Economics Consumption Function, Determinates of propensity to consume, MPC and Multiplier, Liquidity preference theory of Interest, Investment Function: MEC, Keynesian theory of Employment, Types of unemployment, Keynesian theory of business cycle.

Unit – III

Commercial and Central Banking System

Commercial Bank – Evolution, Meaning, Functions, Principles of Sound Commercial Bank, Credit Creation of Commercial Bank – Process, Limitation, Difference between Commercial Bank and Co-operative Bank, Banking Profitability – Profit & Profitability in context of banking, Strategies for improving efficiencies of banking operations, Factors affecting profitability of banks in India, Remedies to improve branch profitability

Central Bank – Meaning, Definitions, Characteristics, Importance, Functions, Credit Control of Central Bank, Monetary Policy of RBI – Objectives, Instruments of Monetary Policy

Unit – IV

Retail Banking and Marketing

Retail Banking - Introductions, Measures, Scope, Features, Advantages, Disadvantages, Significance, Characteristics of Retail Banking, Reasons for growth of retail banking segment, Product model in retail banking, Retail & wholesale banking system, Techniques, Distinction between Retail and Corporate/Wholesale Banking, Opportunities & Challenges in Retal Banking in India

Marketing - E-Banking – Concept & Meaning, Need, Scope, Benefits of Risk in E-Banking, E-Banking Products – Automated Tellor Machine (ATM), Credit Cards, Debit Cards, Smart Cards, MICR Cheque Transactions, Impact of E-banking on commercial banks

Digital Money & Payment System (Electronic Funds Transfer Systems in India) – ECS, NEFT, RTGS, Net Banking, Modern Banking System - Internet Banking, Mobile Banking, Virtual Banking, Universal Banking, Core Banking Solutions, E-Wallets

Suggested Readings:

1. P.N. Hajela. (2009). Money and Banking Theory with Indian Banking. Ane Books Pvt. Ltd
2. Kem, H.J. (2005), "Global Retail Banking"
3. Neetu Prakash, (2016) "Retail Banking in India",
4. Dhanda Pani Alagiri, (2010) "Retail Banking challenges",
5. Manoj kumar Joshi (2007) "Growth Retail Banking in India"
6. Manoj Kumar Joshi (2017), "Customer Services in retail banking in India",
7. S. Santhana Krishnan (2017), "Role of credit information in retail banking:
8. Sunil Kumar, (2018) "Retail Banking in India", Hindustan Institute of Management and Computer Studies, Mathura.
9. Agarwal, O.P., Fundamentals of Retail Banking, Himalaya Publishing House, Mumbai.
10. Sikdar, S., Principles of Macro Economics, Oxford University Presss, 2nd Edition, 2011.
11. डॉ. गजानन पाटील, स्थूल अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
12. प्रा. देव, प्रा. शास्त्री, प्रा. शेळके, प्रा. जहागीरदार, अर्थशास्त्र, पिपंळापुरे ॲंड कंपनी पब्लिशर्स, नागपूर
13. ग.ना. झामरे, अर्थशास्त्राची मूलतत्वे, पिपंळापुरे प्रकाशन
14. डॉ. रामदास माहोरे, अर्थशास्त्राचे सिद्धांत, साई ज्योती प्रकाशन
15. डॉ. एच. पी. सिंह, वी. पी. मित्तल, समष्टि आर्थिक सिद्धांत, संजीव प्रकाशन, मेरठ

MAJOR MANDATORY - 2

Economics as a Major Subjects

For Semester – 3 (2 Credit)

ECONOMICS OF EDUCATION

Credits: 2

Course Objectives:

1. To study the role of economics in evaluating education and education policy
2. To familiarize with educational problems in the context of economic concepts, theories and techniques
3. To develop an understanding of planning, financing and cost of education
4. To find the link between the educational system and economic development
5. To apply standard economic theories to understand how individuals make education choices
6. To explain and predict education markets and their inefficiencies

Course Outcome:

On successful completion of the course, students will be able to

1. Understanding of key concepts, issues, theories and models relating to economics of education, along with empirical evidence on and policy implications of those theories and models and a deeper understanding of recent research activity;
2. Understand methods used by economists to evaluate education policies;
3. Understand and Model the Education Production Function;
4. Define the return to education and understand its empirical estimates; and
5. Research and investigative skills such as problem framing and solving and the ability to assemble and evaluate complex evidence and arguments

Syllabus

Unit – I

Introduction to Economic of Education

Meaning, Definition, Scope and Importance of Economics of Education, Relationship between education & economic system, Education as consumption & Investment

Cost of Education – Concept, Type of educational costs, Direct & Indirect cost, Private cost, social cost & Opportunity cost, Unit cost of education, External & Internal efficiency of education, Financing of education, Direct and Indirect benefits of education

Unit – II

Investment in Human Capital

Concept, Components, Human capital and Physical capital, Role of education in economic development, Problems of educated unemployment, Underemployment & disguised unemployment

Educational Planning – Public Private Partnership (PPP) model in India, Educational challenges in India, Contribution of education to economic growth, Interrelationship between education & economic development, Higher education and NEP - 2020

16. Mukharjee, Sampat, Macro Economics- A Global perspective New Central Book Agency (P) Ltd. London, New Delhi, Guwahati.
17. Dornbush, Fischor and Startz, Macroeconomics, Mc Graw Hill, 11th Edition 2010.
18. Andrew B. Abel and Ben S. Bernanke, Micro Economics Pearson Education, the 7th Edition, 2011.
19. N. Gregory, Mankiw, Micro Economics, Worth Publishers, 2010.
20. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
21. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.

Four Year Bachelor of Arts Degree Examination

Scheme of Examination for Four Year Bachelor of Arts Program from

Implementation from the Academic Session 2025-26

MAJOR MANDATORY - 1

Economics as a Major/Minor Subjects

For Semester – 4 (4 Credit)

INDIAN ECONOMY

Credits: 4

Course Objectives: The basic objectives of this course are

1. To understand theory in the context of Indian economy.
2. To know the issues that Indian economy faces during its process of economic growth.
3. To understand the various issues of Indian Economy.
4. To provide an overview of Indian economy.
5. To make the students acquainted with the latest developments in the economy.
6. To study the structural changes in Indian economy.
7. To study the measures to reduce Regional Inequalities in India.

Course Outcome:

1. To get an overview of Indian Economy
2. To make the students acquainted with the latest developments in the Economy.
3. Students will know and understand nations problems.
4. Learn the measures to solve the problems of the nation.
5. Understand the current problems of Indian Economy.
6. Identify the factors contributing to the recent growth of the Indian Economy.
7. Evaluate impact of LPG policies on economic growth in India.
8. Students may get an opportunity to identify the strategic drivers in the development of Indian Economy.

Syllabus

Unit – I Structure of Indian Economy

Meaning & Types of Economy, Characteristics of Indian Economy, Indian Economy at the time of Independence, Structural Changes in Indian Economy, Issues & Challenges of Indian Economy

National Income: Meaning, Trends & Changes in the Composition of National Income, Estimation of National Income in India

Poverty: Meaning, Concept, Trends, Causes, Poverty Line – Extend of Poverty in India, Measures to alleviate Poverty, Multidimensional Poverty

Regional inequality, Causes & remedial measures

Unit – II Agriculture in India

Role of agriculture, Trends in Agricultural production & productivity, Causes of low productivity in

Suggested Readings:

1. Balsara, M (1996) New Education Policy and Development Challenges, New Delhi, Kanishka Publication
2. Cohn,E and Gesker (1990) T.G, The Economics of Education Oxford: Pergamon Press
3. Creedy J. The Economics of Higher Education: Analysis of Taxes Versos Fees Able shot: Edward Elgar Publishing Limited
4. Enaohwo J.O (1990) Economics of Education and the planning Challenges, New Delhi, Anmol Publication
5. Heggade, O.D (1992) Economics of Education: Himalaya Publishing House, Bombay
6. Blaug, Mark (1972) : Introduction to Economics of Education. Penguin, London.
7. Cohn, E and T.Gaske (1989): Economics of Education, Pergamon Press, London.
8. Tilak. J.B.G. (1989) : Economics of Inequality in Education, Sage, New Delhi.

MAJOR MANDATORY - 2

Economics as a Major Subjects

For Semester – 4 (2 Credit)

ECONOMICS OF TRAVEL & TOURISM

Credits: 2

Course Objectives:

This will be an introductory module providing the foundation of tourism studies for the new entrants. This course will give an overview of concept of tourism and the basics of tourism industry.

1. Study the fundamental concept of tourism.
2. Understand nature and types of tourism.
3. Infer the root cause for motivation of travel.
4. Gain the knowledge about various international travel and tourism organizations.
5. Measure the socio, economic and cultural impact of tourism.

Course Outcome:

1. Find the basic concept of tourism industry
2. Understand the historical background of travel and tourism through the years
3. Identify the various motivational concept of tourism industry.
4. Distinguish the difference between domestic and international tourism
5. Evaluate the socio economic, cultural, and environmental impact of tourism industry.
6. Imagine the scope of the tourism industry

Syllabus

Unit – I

Introduction of Travel and Tourism

Travel - Origin of Travel-Travel through the ages, Fairs and Festivals in India

Tourism - Meaning, Definition & Concept of Tourism –Economic importance of Tourism, Contribution to National Income, Tourism and Employment, Factors influencing the growth of Tourism, Types of Tourism, Modes of Tourism – Domestic, Inbound and Outbound Tourism, Motivations for Tourism, Share of Indian tourism in the world

Unit – II

Planning and Development of Tourism

Need and Importance of Tourism planning, Techniques of Tourism planning, Tourism Marketing, Tourism impacts – Political, Social, Cultural, Environmental and Economic, National & International tourism concerns and problems, Initiatives and prospects

Travel Agency and Tour Operators Management – Types, Functions of a Travel agency, Travel Trade, Tourism and Hotel Industry, Making India an attractive tourist destination Travel and Tourism Development Index

agriculture, Measures to increase the productivity, Cropping Pattern - Modern farm inputs, Sources of Irrigation

Agriculture Credit: Sources and problems, Role of NABARD, Agricultural Marketing- Importance and Limitations, Measuring taken by Govt, for improving agricultural marketing, New Agricultural Policy, Impact of economic liberalization on agriculture sector in India,

Unit – III Indian Industry and Service sector:
Indian Industry - Role & Importance of Industrialisation, Industgrial Development, Micro, Small & Medium Enterprises, Problems of Public Sector enterprises, Problems of large-scale industries

Industry Policy in India: 1991, Privatisation and disinvestment, Make in India

Service Sector – Role of Service sector in Indian Economy, Transport, Banking, Insurance, Technology, Education and health and services

Unit – IV - Policy Regimes
Five Year Plans – Objectives and achievements, Planning Commission & NITI Aayog - Functions and objectives, Goods and Service Tax (GST) –Impact of GST and Demonetization

Black Money: Estimate of black money in India, Impact of black money, Factors responsible for generation of black money

Urbanization and Governance: Urbanisation, Causes, Problems and Smart City Mission

Suggested Readings:

1. Ruddar Datt and K.P.M. Sundharam "Indian Economy", S. Chand & Company Ltd., New Delhi,2013
2. S.K.Misra &V.K.Puri "Indian Economy-Its Development Experience "Himalaya Himalya Publishing Company, New Delhi, 2013.
3. Vivek Mittal "Business Environment" Excel Publications, New Delhi, 2013.
4. Aswathappa.K. "Essentials of Business Environment – Text, cases & Exercises" Himalaya Himalya Publishing Company, New Delhi 2013.
5. Economic Survey—Government of India, Ministry of Finance, Oxford University Press, New Delhi.
6. Ashwini Mahajan, Gaurav Datt, (2018) 'Indian Economy', S.Chand and Company, New Delhi.
7. Brahmananda, P.R.and V.R.Panchmukhi (Eds.), (2001), 'Development Experience in the Indian Economy : Inter-State Perspectives', Bookwell, New Delhi.
8. Datt, Ruddra and K.P.M., Sundaram, (2017), 'Indian Economy', S.Chand & Company Ltd, New Delhi.
9. Misra, S.K. and V.K. Puri, (2018) 'Indian Economy', Himalaya Publishing House, Mumbai.
10. Gaurav Datt and Ashwini Mahajan, (2016) 'Indian Economy', S Chand Publishing House, New Delhi.
11. Uma Kapila, (2018), Indian Economy: Performance and Policies, 2018-19, Academic Foundation, New Delhi.
12. Agrawal A.N.- Indian Economy, Vishwa Prakashan, New Age International Ltd. New Delhi.
13. रूद्र दत्त एव के.पी.एम. सुदरम, भारतीय अर्थव्यवस्था
14. मिश्रा एंव पुरी - भारतीय अर्थव्यवस्था, हिमालय प्रकाशन, नई दिल्ली
15. डॉ. गजानन पाटील, भारतीय अर्थव्यवस्था, कस्तुरी प्रकाशन, नागपूर
16. डॉ. रामदास माहोरे, भारतीय अर्थव्यवस्था, साई ज्योती प्रकाशन, नागपूर

Suggested Readings:

1. Chottopadhyay, K. (1995): Economic Impact of Tourism Development; An Indian Experience,Kanishka Publishers, Delhi.
2. Cooper, C, Fletcher, J, Gilbert, D and Wanhill, S. (2002): Tourism: Principles and Practice, Addison Wesley Longman Publishing, New York, USA
3. Swain S K, Mishra J.M. (2012), Tourism Principles and Practices, Oxford University Press
4. Kamra & Chand (2002): Basics of Tourism, Theory Operation and Practice; Kanishka Publishers, New Delhi-02
5. Kamra, Krishna. K (2001): Economics of Tourism; Pricing, Impacts, Forecasting; Kanishka Publishers, New Delhi-02
6. Mishra, S.N; Sadual S, K (2008): Basics of Tourism Management, Excel Books, New Delhi
7. Seth, P.N. Bhat, S. (1993): An Introduction to Travel and Tourism, Starling Publishers, New Delhi
8. Bhatia, A. K. (1991): Tourism Development: Principles and Practices, Starling Publishers Pvt. Ltd, New Delhi
9. Negi, J. (2003): Travel Agency Operation: Concepts and Principles, Kanishka Publishers Distributors, New Delhi-110002
10. Govt. of India (2023), India Tourism Statistics, Ministry of Tourism

BOARD OF HISTORY

RASHTRASANT TUKADOJI MAHARAJ
NAGPUR UNIVERSITY,
NAGPUR

CURRICULUM FRAMEWORK FOR THREE/ FOUR YEAR GRADUATE PROGRAM IN HISTORY

(As Per NEP 2020)

(Effective from Academic Year 2024-25)

(As Approved by Board of Studies on 28/08/2023)

Four Year Bachelor of Arts (Honours/Research) Degree Examination

HISTORY

Scheme of Examination for Four Year Bachelor of Arts (B.A.) Program from Academic Session 2024-25

As approved by all the Boards of Studies in the Faculty of Humanities in their meeting held on 28/0-8/ 2023

Preamble:

The Academic Council of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur has adopted the Government Resolution No. NEP-2020/एनईपी-2020/U.T.09/िविश-3/िशकाना dated 20th April 2023 issued by the Government of Maharashtra in its meeting held on 21st April 2023 in view of implementation of National Education Policy, 2020. The Faculty of Humanities, R. T. M. Nagpur University has approved the following **'Teaching and Examination Scheme'** for **'Four Year – Bachelor of Arts (B.A.) Honours/Research Degree with Major and Minor'** in its meeting held on 10th & 11th May 2023 & placed before the Chairpersons of All the Boards for consideration and approval in its meeting held on 28th August 2023.

1. OBJECTIVES OF THE COURSE

The National Education Policy (NEP)-2020 is in force. One of the fundamental principles of it is a "substantial investment in a strong, vibrant public education system as well as encouragement and facilitation of true philanthropic private and community participation. The policy also mentions "peer tutoring" as voluntary activity for local communities where literate members of the community could commit to teaching other members of community. The vision given in the NEP for Higher Education Institutions (HEI) is that of a multidisciplinary institution of higher learning that offers undergraduate and graduate programs with high quality teaching, research and community engagement. Towards the attainment of holistic and multidisciplinary education the flexible and innovative curricula of HEIs shall include credit-based courses and projects in the area of community engagement and service, environment education and value-based education.

History being a key subject focusing not only on past events, personalities and elite class only, it is now correlated interdisciplinary with Economics, Sociology, Psychology, Public Administration, Statistics, environment, global warming, terrorism, peace and war. Now the perspective towards national and world history has totally changed. New concepts, ideas and issues are addressed through the subject to the students by updating the subject. In this background the proposed undergraduate course in History has been designed to impart historical Past in the subject with concepts, theories, administrative systems, military systems, polity, economy, society and culture etc. Entire course scheme correlates basic knowledge of course, skill-based programs (Online), Applied and Advanced courses with choices under professional electives, Advance/Creative type courses, Project Work and Internship.

2. PROGRAMME OUTCOME

1. To enable student to understand the background of our historic past, religion, customs, institutions, administration and so on.
2. To make students aware about the Social, Political, Religious and Economic conditions of the people.
3. To make them understand the history of world with comparative approach.
4. To develop analytical sense among the students to understand relationship between the past and the present times and bringing its contemporary relevance.
5. Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.

3. DETAILS OF ELIGIBILITY FOR B.A. SEMESTER 1 EXAMINATION

a) For the **B.A. 1st Semester,** Examinee shall have Passed the 12th Standard Examination of the Maharashtra State Board of Secondary and Higher Secondary Education/CBSE/ICSE, in the faculty of Arts or faculty of Commerce or Faculty of Science, vocational stream, professional courses or an examination recognised as equivalent thereto in such subjects and with such standards of attainments as may be prescribed.

OR

b) 12th Standard Examination of Maharashtra State Board of Secondary and Higher Secondary Education in Vocational Stream with one language only; **OR** any other examination recognized as equivalent thereto; in such subjects and with such standards of attainments as may be prescribed Minimum Competition vocation course (MCVC).

OR

c) Any other Equivalent Examination of any State in (10+2) pattern with any combination of subjects.

4. Duration of the Program, student progression path and provisions for Multiple Entry and Exit

A. Duration of the B. A. Program shall be FOUR years with the provision for multiple exit as mentioned here:

a. A student can exit the program after successful completion of 1st and 2nd semesters having earned requisite number of credits as mentioned in the scheme of examination and additional **'Skill Enhancement Course'** with 4 credits. Such a student shall be eligible for the award of **'UG Certificate in HISTORY by** the University.

OR a student can continue the program in 2nd year.

A student can exit the program after successful completion of 1st, 2nd, 3rd and 4th semesters having earned requisite number of credits as mentioned in the scheme of examination and additional **'Skill Enhancement Course'** with 4 credits. Such a student shall be eligible for the award of **'UG**

Diploma in HISTORY by the University.

OR a student can continue the program in 3rd year.

b. A student can exit the program after successful completion of 1st, 2nd, 3rd, 4th, 5th and 6th semesters having earned requisite number of credits as mentioned in the scheme of examination. Such a student shall be eligible for the award of '**Bachelor of Arts**' degree by the University.

OR a student can continue the program in 4th year for either HONOURS or RESEARCH degree.

c. A student, on successful completion of all the 8 semesters and having earned requisite number of credits as mentioned in the scheme of examination shall be eligible for the award of either '**Bachelor of Arts (Honours) Degree with Major and Minor' OR 'Bachelor of Arts (Research) Degree with Major and Minor'**

B. Re-entry or Lateral Entry

a. Students, opting for exits at any level, will have the option to re-enter the programme from where they have left off, in the same or in a different higher education institution within three years of exit and complete the degree programme within the stipulated maximum period of SEVEN years from the date of admission to first year.

b. Re-entry at various levels for lateral entrants in academic programmes shall be based on the earned and valid credits as deposited and accumulated in the Academic Bank of Credits (ABC) through Registered Higher Education Institutions and proficiency test records.

c. Lateral entry into the programme of study leading to the UG Diploma / Three Year UG Degree / Four Year Bachelor's Degree with Honours/Research will be based on the validation of prior learning outcomes achieved and subject to availability of seats based on intake capacity.

Eligibility for Award of Certificate/Diploma/Degree/Honours or Research Degree

Semester Completion	No. of Min. Credits earned	Additional Credits	Eligible For
I and II	40-44	4 credits for NSQF Course/ Course approved by Centre of Life-Long Learning, RTMNU/Internship	UG Certificate in HISTORY **OR** Continue with Major
III and IV	80-88	4 credits for NSQF Course/ Course approved by Centre of Life-Long Learning, RTMNU/Internship	UG Diploma in HISTORY with Minor **OR** Continue with Major and Minor
V and VI	120-132	Not Required	Bachelor of Arts Degree with Major and Minor **OR** Continue with Major and Minor
VII and VIII	160-176	Not Required	Bachelor of Arts Degree (Honours/Research) With Major and Minor

1. DATE OF COMMENCEMENT AND ACADEMIC YEAR:

a) Two consecutives i.e. one odd and one even semester shall constitute on Academic Year.

b) New syllabus will come into force from the academic year 2024-25 for B.A. semester I and II, 2025-26 for III and IV and 2026-27 for V and VI semester and 2027-2028 for VI and VIII Semester respectively.

2. PATTERN OF COURSE

a. The new syllabus designed on semester pattern is based on Continuous Internal Evaluation (CIE) Scheme.

b. The entire course is full time consisting Four Academic Years duration with total eight semesters.

c. The papers shall be consisting basic knowledge of course, skill-based program (Online), Applied and Advanced courses with choices under Professional Electives, Advance/Creative type courses, Project Work and Internship.

d. B.A. program is designed as Choice Based Credit System (CBCS) within the Credit Based Semester System (CBSS) as per National Education Policy 2020.

e. Each semester shall be consisting credits marks and for per year credits shall be 44 for First and 40 Credits for Second, Third and Fourth Year respectively for B.A. program.

f. The system is based on continuous internal evaluation having written and descriptive examination of 80 marks will have internal evaluation of 20 marks per paper for 04 Credits. And for 40 Marks theory paper internal evaluation will of 10 marks per paper for 02 credits course.

g. Entire course of B.A. shall be 124 Credits for Degree Programme and 164 Credits for Honours and Research Degree programme.

h. The Courses are divided into Major, Electives, Research Methodology (RMP), On Job Training (OJT), Field Project (FP), and Research Project (RP).

- Electives are elective courses from which the students have the choice to select a course of their choice.
- Research **Methodology** (RM) is a compulsory course the student has to undertake in Seventh Semester, both in Honours & Research Degree courses.
- **On Job Training (OJT)** is a credit course in which the student has to undertake in Sixth and Eighth Semester (Research Degree courses)
- **Research Project (RP)** is a credit course in Seventh and Eighth (Research Degree Course) course in which the student will have to conduct extensive research in the area of study and submit a research project.

- Field project will have to be completed during the Third Semester and Fifth Semester.
- Internal marks are divided into class room activity, seminar, term paper, viva and mid-term examination. The respective teachers can also use other methods of evaluation like survey, report writing, book reviews, etc., as part of internal evaluation.

COURSES

The B.A. program shall offer History with basic knowledge of course and skill-based program as per guidelines.

6. PATTERN OF EXAMINATION AND QUESTION PAPER

Student shall be evaluated at two levels as follows:

a. Written Examination:

1. At the end of every semester Written Examination of descriptive type shall be conducted.
2. Each paper shall be of 80 marks having 3 hours duration. 40 marks paper will be having 2 hours duration.
3. Total five questions shall be there.
4. Question one and two shall be long questions with internal options.
5. Question three and four shall be short answer questions with internal options from same unit.
6. Question five shall be of objective type. It will consist of 8 questions with 4 answers choices for 2 marks each.
7. Question one to four shall be from any one of the units.
8. Fifth question shall be from all fourth units having equal weightage.
9. All the questions shall be compulsory.
10. Each question shall carry16 marks.

b. Internal Evaluation:

1. Internal evaluation shall cover each student in each paper.
2. Internal evaluation shall be of 20 marks for 04 credit and 10 marks for 02 credit
3. Internal evaluation shall include regular attendance, participation in the classroom and college activities, educational excursion, assignment, seminar, presentation, research paper, project, books review and viva etc.

a. Grade Conversion Table and Computation of SGPA and CGPA

Grade Conversion Table (Theory)

Mark Range	Grade Point	Letter Grade	Performance	Grade Point (G)
Upto 90 – 100	9.00 - 10.00	O	Outstanding	10
Above 80 - < 90	8.00 - < 9.00	A+	Excellent	9
Above 70 - < 80	7.00 - < 8.00	A	Very Good	8
Above 60 - < 70	6.00 - < 7.00	B+	Good	7
Above 50 - < 60	5.50 - < 6.00	B	Above Average	6
Above 45 - < 50	5.00 - < 5.50	C	Average	5
Above 40 - < 45	4.00 - < 5.00	P	Pass	4
Below 40	Below 4	AB	Fail	0
	0	-	Absent	0

Grade Conversion Table (Practical)

Mark Range	Grade Point	Letter Grade	Performance	Grade Point (G)
Above 90 - 100	9.00 - 10.00	O	Outstanding	10
Above 80 - < 90	8.00 - < 9.00	A+	Excellent	9
Above 70 - < 80	7.00 - < 8.00	A	Very Good	8
Above 60 - < 70	6.00 - < 7.00	B+	Good	7
Above 55 - < 60	5.50 - < 6.00	B	Above Average	6
Above 50 - < 55	5.00 - < 5.50	P	Pass	5
Below 50	Below 5	F	Fail	0
-	0	AB	Absent	0

Computation of SGPA & CGPA:

a. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student (in all the courses taken by a student) and the sum of the number of credits of all courses undergone by a student, i. e in that semester.

SGPA $(Si) = \Sigma (C_i \times G_i) / \Sigma C_i$

Where C_i is the number of credits of the i^{th} course and

G_i is the grade point scored by the student in the i^{th} course.

Illustration for SGPA

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)
Course 1	3	A	8	3x8=24
Course 2	4	B+	7	4x7=28
Course 3	3	B	6	3x6=18
Course 4	3	O	10	3x10=30
Course 5	3	C	0	3x0=0
Course 6	4	B	6	4x6=24
	20			124

Thus, SGPA=124/20=6.20

b. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA $= \Sigma(C_i \times S_i) / \Sigma C_i$

where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.

Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit 20 SGPA:6.9	Credit:22 SGPA:7.8	Credit:25 SGPA:5.6	Credit:26 SGPA:6.0	Credit:26 SGPA:6.3	Credit:25 SGPA:8.0

Thus, CGPA=$\frac{20x6.9+22x7.8+25x5.6+26x6.0+26x6.3+25x8.0}{144}$ =6.73

c. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

d. **CGPA to Percentage (%) conversion formula:**

Percentage (%) = (CGPA) * 10

7. General Guidelines:

a. Student opting Major from any of the one group (from Group A to Group H) cannot take Minor from the same group. For Example: - A student is opting History as Major from Group B will not be eligible to take the Minor subject from the same Group B. He can opt any other subject as Minor available in other Groups except from Group B.

b. A student will be eligible to the fourth year of four year with Research Degree only when she/he scores minimum 7.5 CGPA or 75% in three-year degree.

c. For non-credit courses '**Satisfactory**' or '**Unsatisfactory**' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

d. The baskets of Elective & Vocational Skill Courses are related to the Major, will be given as annexure.

e. The baskets of Open Elective Courses, Skill Enhancement Courses and Minor Courses being common will be published separately in Annexure.

8. Credit Specifications:

a. Theory/Tutorial Courses: One hour per week will be counted as one credit. A minimum of 15 hours of teaching per credit is required in a semester.

b. Each semester will consist of at least 15 weeks of Academic Work equivalent to 90 actual teaching days.

9. **Assessment**

a. The final total assessment of examinees is made in terms of Continuous Internal Assessment (CIE) and Session End Examination (SEE) for each course/subject taken together.

b. For each subject mentioned in 10(d) & (e) will be given in the form of Annexure. Odd semesters examinations shall be conducted at college level and Even semester examinations will be conducted by RTM Nagpur University.

c. The examination shall be conducted as prescribed above and evaluation system will be prescribed separately by the University.

d. Expected classroom activities shall consist of the following: (a) Group Discussion (b) Seminars (c) Power Point Presentations (d) Elocution (e) Debate (f) Role Play (g) Presentation of Case Studies (h)

Educational Games (i) Subject Quiz. The teacher is expected to undertake a minimum of four of the aforesaid activity.

10. Continuous Internal Assessment (for 20:80 Scheme subject)

1a	Attendance of the student during a particular semester	05 Marks
1b	An assignment based on curriculum to be assessed by the teacher concerned	05 Marks
1c	Subject wise class test or activities conducted by the teacher concerned	10Marks
1	**Continuous Internal Evaluation Total marks**	**20**

e. In case of Courses having more than 20 marks for CIE, a scheme of evaluation is published with the details.

f. The CIE marks will be communicated to the University at the end of each semester, but before the semester end examinations / as instructed by the University. These marks will be considered for the declaration of the results.

g. The record of CIE marks, evaluation &results should be maintained for a period of one year by the respective institute/college for verification by the competent authority.

11. Standard of Passing

The scope of the subject, percentage of passing in Theory and Project and Internal Assessment will be governed as per following rules:

(i) In order to pass the Bachelor of Arts (B.A.) 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8thSemester Examinations, an examinee shall obtain not less than 40 % (Grade Point 4) marks in each theory course/paper, taking CIE & SEE together. Whereas, for practical/performance- based examination an examinee shall obtain not less than 50 % (Grade Point 5) marks in each practical, taking CIE & SEE together.

(ii) An examinee who is unsuccessful at the examination shall be eligible for admission to the subsequent examinations on payment of a fresh fee prescribed for the examination together with the conditions for admission to higher semester as per the ordinance in force from time to time.

12. Abbreviations Used:

CIE: Continuous Internal Evaluation, **SEE**: Semester End Examination **OE**: Generic/Open Electives, **VSEC**: Vocational Skills & Skill Enhancement Courses, **VSC**: Vocational Skill Courses, **SEC**: Skill Enhancement Courses, **AEC**: Ability Enhancement Courses, **IKS**: Indian Knowledge Systems, **VEC**: Value Education Courses, **OJT**: On Job Training (Internship/Apprenticeship), **FP**: Field Project, **CEP**: Community Engagement & Service, **CC**: Co-curricular Courses, **RM**: Research Methodology, **RP**: Research Project

ABSORPTION SCHEME:

Absorption in any year any semester shall subject to the rules, regulations passed by the university time to time.

Credit distribution structure for three/ four-year Honors/Research Degree Program with Multiple Entry and Exit options (GoM GR dated 20/04/2023)

Level	Sem.	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr./Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	4+2	-	-	2 + 2	VSC: 2, SEC: 2	AEC: 2, VEC: 2, IKS: 2	CC: 2	22	UG Certificate 44
	II	4+2	-	2	2 + 2	VSC: 2, SEC: 2	AEC: 2, VEC:2	CC: 2	22	
	Cum Cr.	12	-	2	8	4 + 4 = 8	4 + 4+ 4 = 12	4	44	
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continuewith Major and Minor										
5.0	III	4+4+2		4	2	VSC:2,	AEC:2	FP:2 CC:2	20	UG Diploma 84
	IV	4+4+2		4	2	SEC:2	AEC:2	CEP: 2 CC:2	20	
	Cum Cr.	32		10	12	12	16	12	84	
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship ORContinue with Major and Minor										
5.5	V	8	4	4	-	VSC: 2	-	FP/CEP: 2	20	UG Degree 124
	VI	8	4	4	-		-	OJT :4	20	
	Cum Cr.	40	8	18	12	14	16	18	124	
Exit option: Award of UG Degree in Major with 120-132 credits OR Continue with Major and Minor										
6.0	VII	12	4	RM:4	-	-	-	-	20	UG Honours Degree 164
	VIII	12	4	-	-	-	-	OJT: 4	20	
	Cum Cr.	64	16	22	12	14	16	22	164	
Four Year UG Honours Degree in Major and Minor with 160-176 credits										
6.0	VII	8	4	RM:4	-	-	-	RP: 4	20	UG Research Degree 164
	VIII	8	4 -	-	-	-	-	RP: 8	20	
	Cum Cr.	56	16	22	12	14	16	34	164	
Four Year UG Honours with Research Degree in Major and Minor with 160-176 credits										

STRUCTURE OF THE CREDITS, TEACHING & EXAMINATION:

First Year: Semester I (UG CERTIFICATE)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
							Max Marks					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	History of India: (Earliest Time to 550 A.D)	HIS1MM1	4	-	4	80	-	20	100	40	**4**
		Idea of Bharat	HIS1MM2	2		2	40		10	50	20	**2**
2	OE-1	Indian Freedom Struggle: 1885-1947 AD	HIS1OE1	4	-	4	80	-	20	100	40	**4**
3	VSC -1	Archives in India	HIS1VSC1		4	4	-	50	50	100	50	**2**
4	SEC-1	Archival Sources and Techniques	HIS1SEC1		4	4	-	50	50	100	50	**2**
5	AEC-1	English-I		1	2	3	50	-	50	100	40	**2**
6	VEC-1	Environmental Studies	HIS1VEC1	2	-	2	40	-	10	50	20	**2**
7	IKS	Ancient Knowledge System	HIS1IKS1	2	-	2	40	-	10	50	20	**2**
8	CC-1	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	50	50	100	50	**2**
Total =				**15**	**14**	**29**	**330**	**150**	**270**	**750**	**330**	**22**

First Year: Semester II (UG CERTIFICATE)													
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
							Max Marks					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	History of India: (550 AD to 1206 AD)	HIS2MM3	4	-	4	80	-	20	100	40	4
		Understanding the Heritage	HIS2MM4	2		2	40		10	50	20	2
2	Minor (Other than Major)	Idea of Bharat	HIS2M1	2	-	2	40	-	10	50	20	2
3	OE-2	Independent India: 1948 to 2010 AD	HIS2OE2	4	-	4	80	-	20	100	40	4
4	VSC-2	Museums in India	HIS2VSC2	-	4	4	-	50	50	100	50	2
5	SEC-2	Historical Tourism	HIS2SEC2	-	4	4	-	50	50	100	50	2
6	AEC-2	Modern Indian Language		1	2	3	50	-	50	100	40	2
7	VEC-2	Constitution of India	HIS2VEC2	2	-	2	40	-	10	50	20	2
8	CC-2	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	50	50	100	50	2
Total =				**15**	**14**	**29**	**330**	**150**	**270**	**750**	**330**	**22**

Second Year: Semester III (UG DIPLOMA)													
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
							Max Marks					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Min.Passing Marks	
1	Major Mandatory	History of Medieval India: 1206 to 1526 AD	HIS3MM5	4	-	4	80	-	20	100	40	**4**
		Art and Architecture in Ancient India	HIS3MM6	2	-	2	40	-	10	50	20	2
2	Minor (Other than Major)	History of Marathas: 1630 to 1761 AD	HIS3M2	4	-	4	80	-	20	100	40	**4**
3	OE-3	Social Reformers in Modern Maharashtra	HIS3OE3	2	-	2	40	-	10	50	20	**2**
4	VSC-3	Cultural Heritage of India	HIS3VSC3	-	4	4	-	50	50	100	50	**2**
5	AEC-3	Modern Indian Language		1	2	3	50	-	50	100	40	**2**
6	FP-1	Field Project	HIS3FP1	-	4	4	-	50	50	100	50	**2**
7	CC-3	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	-	100	100	50	**2**
Total =				**13**	**14**	**27**	**290**	**100**	**310**	**700**	**310**	**20**

Second Year: Semester IV (UG DIPLOMA)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
							Max Marks					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Min. Passing Marks	
1	Major Mandatory	History of Medieval India: 1526 to 1707 AD	HIS4MM7	4	-	4	80	-	20	100	40	4
		Art and Architecture in Medieval India	HIS4MM8	2	-	2	40	-	10	50	20	2
2	Minor (Other than Major)	History of India: 1757 to 1885 AD	HIS4M3	4	-	4	80	-	20	100	40	4
3	OE-4	Constitutional History of India	HIS4OE4	2	-	2	40	-	10	50	20	2
4	SEC-3	Techniques of Writing History	HIS4SEC4	-	4	4	-	50	50	100	50	2
5	AEC-4	English-II		1	2	3	50	-	50	100	40	2
6	CEP-1	Community Engagement Program		-	4	4	-	50	50	100	50	2
7	CC-4	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	-	100	100	50	2
Total =				**13**	**14**	**27**	**290**	**100**	**310**	**700**	**310**	**20**

Third Year: Semester V (UG DEGREE)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
							Max Marks					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	History of India: 1707 to 1857 AD	HIS5MM9	4	-	4	80	-	20	100	40	**4**
		Indian National Movement: 1920 to 1947 AD	HIS5MM10	4	-	4	80	-	20	100	40	**4**
2	Major Elective	History of World Civilization (Earliest time to Early Medieval Times)	HIS5ME1	4		4	80		20	100	40	**4**
3	Minor (Other than Major)	Indian Freedom Struggle: 1885 to 1947 AD	HIS5M4	4	-	4	80	-	20	100	40	**4**
4	VSC-4	Heritage Tourism in Maharashtra	HIS5VSC4	-	4	4	-	40	10	50	20	**2**
5	FP/CEP	Field Project/ Community Engagement Program	HIS5FP2	-	4	4	-	40	10	50	20	**2**
Total				**16**	**8**	**24**	**320**	**80**	**100**	**500**	**200**	**20**

Third Year: Semester VI (UG DEGREE)													
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
							Max Marks					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	History of India: 1858-1920 AD	HIS6MM11	4	-	4	80	-	20	100	40	4
		India After Independence : 1948 to 2010 AD	HIS6MM12	4	-	4	80	-	20	100	40	4
2	Major Elective	History of the World (13th to 1805 AD)	HIS6ME2	4	-	4	80	-	20	100	40	4
3	Minor (Other than Major)	Independent India: 1948 to 2010 AD	HIS6M5	4	-	4	80	-	20	100	40	4
4	OJT	On Job Training	HIS6OJT1	-	8	8	-	100	-	100	50	4
Total =				**16**	**8**	**24**	**320**	**100**	**80**	**500**	**210**	**20**

Fourth Year: Semester VII (UG HONOURS DEGREE)													
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation Max Marks					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Historiography	HIS7MM13	4	-	4	80	-	20	100	40	4
		History of Marathas-I: 1600 to 1707 AD	HIS7MM14	4	-	4	80	-	20	100	40	4
		History of Modern World:1805 to 1945 AD	HIS7MM15	4	-	4	80	-	20	100	40	4
2	Major Electives (**Any One**)	Peasant Movements in India: 1757 to 1947 AD **OR**Tribal History of Central India: 1200 to 1800 AD **OR** Economic History of India : 1757 to 1857 AD	HIS7ME3	4	-	4	80	-	20	100	40	4
3	RM	**Research Methodology**	HIS7RM1	4	-	4	80	-	20	100	40	4
Total =				**20**	**-**	**20**	**400**	**-**	**100**	**500**	**200**	**20**

Fourth Year: Semester VIII (UG HONOURS DEGREE)													
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
							Max Marks					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Trends and Theories of History	HIS8MM16	4	-	4	80	-	20	100	40	4
		History of Marathas-I: 1707 to 1818 AD	HIS8MM17	4	-	4	80	-	20	100	40	4
		History of Modern World :1945 to 2000 AD	HIS8MM18	4	-	4	80	-	20	100	40	4
2	Major Electives (**Any One**)	Labour Movements in India: 1757 to 1947 AD **OR** Tribal Revolts in India: 1757 to 1947 AD **OR** Economic History of India: 1858 to 1947 AD	HIS8ME4	4	-	4	80	-	20	100	40	4
3	OJT2	On Job Training	HIS8OJT2		8	8	-	100	-	100	50	4
Total =				**16**	**8**	**24**	**320**	**100**	**80**	**500**	**210**	**20**

Fourth Year: Semester VII (UG HONOURS WITH RESEARCH DEGREE)													
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
\				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation Max Marks					
				Theory	Activity	Total	Theory	Activity (RP)	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Historiography	HIS7MM13	4	-	4	80	-	20	100	40	4
		History of Modern World: 1805 to 1945 AD	HIS7MM14	4	-	4	80	-	20	100	40	4
2	Major Electives (**Any One**)	History of Marathas-I :1600 to 1707 AD OR Peasant Movements in India: 1757 to 1947 AD OR Tribal History of Central India: 1200 to 1800 AD OR Economic History of India: 1757 to 1857 AD	HIS7ME3	4	-	4	80	-	20	100	40	4
4	RM	Research Methodology	HIS7RM1	4	-	4	80	-	20	100	40	4
5	RP	Research Project	HIS7RP1		8	8	-	50	50	100	50	4
Total =				**16**	**8**	**24**	**320**	**50**	**130**	**500**	**210**	**20**

Fourth Year: Semester VIII (UG HONOURS WITH RESEARCH DEGREE)												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
							Max Marks					
				Theory	Activity	Total	Theory	Activity(PR)	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Trends and Theories of History	HIS8MM15	4	-	4	80	-	20	100	40	**4**
		History of Modern World: 1945 to 2000 AD	HIS8MM16	4	-	4	80	-	20	100	40	**4**
2	Major Electives (**Any One**)	History of Marathas-II: 1707 to 1818 AD **OR** Labour Movements in India: 1757 to 1947 AD **OR** Tribal Revolts in India: 1757 to 1947 AD **OR** Economic History of India: 1858 to 1947 AD	HIS8ME4	4	-	4	80	-	20	100	40	**4**
4	RP	Research Project	HIS8RP2	-	16	16		100	100	200	100	**8**
Total =				**12**	**16**	**28**	**240**	**100**	**160**	**500**	**220**	**20**

SCHEME AT A GLANCE

B.A. (HISTORY) First Year - Certificate		
	Semester-I	**Semester-II**
MM-1	History of India (Earliest Time to 550 AD)	**MM-3** History of India :550 AD to 1206 AD
MM-2	Idea of Bharat	**MM-4** Understanding the Heritage
Minor	----	**Minor-1 Idea of Bharat**
OE-1	Indian Freedom Struggle: 1885-1947 AD	**OE-2** Independent India: 1948-2010 AD
VSC-1	Archives in India	**VSC-2** Museums in India
SEC-1	Archival Sources and Techniques	**SEC-2** Historical Tourism
AEC-1	English-1	**AEC-2** Modern Indian Language
VEC-1	Environmental Studies	**VEC-2 Constitution of India**
IKS	Ancient Knowledge System	---
CC-1		**CC-2**
B.A. (HISTORY) Second Year - Diploma		
	Semester-III	**Semester-IV**
MM-5	History of the Medieval India :1206 to 1526 AD	**MM-7** History of Medieval India :1526 to 1707 AD
MM-6	Art and Architecture in Ancient India	**MM-8** Art and Architecture in Medieval India
OE-3	Social Reformers in Modern Maharashtra	**OE-4** Constitutional History of India
Minor (Other than Major)	History of Marathas: 1630 to 1761 AD	History of India: 1757 to 1885 AD
VSC-3	Cultural Heritage of India	---
AEC	AEC-3 Modern Indian Language	English-II
SEC	---	**SEC-3** Techniques of Writing History
FP		FP
CC-3		CC-4
B.A. (HISTORY) Third Year - Degree		
	Semester-V	**Semester-VI**
MM-9	History of India :1707 to 1857 AD	**MM-11** History of India (1858 to 1920 A. D.)
MM-10	Indian National Movement :1920 to 1947 AD	**MM-12** India After Independence :1948 to 2010 AD
Major Elective-1	History of World Civilization (Earliest time to Early Medieval Tipmes)	**Major Elective-2** History of the World (13th C. to 1805 AD)
Minor (Other than Major)	Indian Freedom Struggle: 1885 to 1947 AD	Independent India: 1948 to 2010 AD
VSC -4	Heritage Tourism of Maharashtra	---
FP/CEP	----	OJT

B.A. (HISTORY) Fourth Year – Honors Degree		
	Semester-VII	**Semester - VIII**
MM-13	Historiography	**MM-16** Trends and Theories of History
MM-14	History of Marathas-I :1600 to 1707 AD	**MM-17** History of Marathas-II (1707 to 1818 AD)
MM-15	History of Modern World :1805 to 1945 AD	**MM-18** History of Modern World (1945 to 2000 AD)
Major Elective-3 (Any One)	Peasant Movements in India :1757 to 1947 AD **OR** Tribal History of Central India :1200 to 1800 AD **OR** Economic History of India :1757 to 1857 AD	**Major Elective-4 (Any One)** Labour Movements in India :1757 to 1947 AD **OR** Tribal Revolts in India :1757 to 1947 AD **OR** Economic History of India :1858 to 1947 AD
RM (Subject Specific)	Research Methodology	OJT

B.A. (HISTORY) Fourth Year – Honors with Research		
	Semester-VII	**Semester - VIII**
MM-13	Historiography	**MM-15** Trends and Theories of History
MM-14	History of Modern World :1805 to 1945 AD	**MM-16** History of Modern World :1945 to 2000 AD
Major Elective-3 (Any One)	History of Marathas-I :1600 to 1707 AD **OR** Peasant Movements in India :1757 to 1947 AD **OR** Tribal History of Central India :1200 to 1800 AD **OR** Economic History of India :1757 to 1857 AD	**Major Elective-4 (Any One)** History of Marathas-II :1707 to 1818 AD **ORp** Labour Movements in India :1757 to 1947 AD **OR** Tribal Revolts in India :1757 to 1947 AD **OR** Economic History of India :1858 to 1947 AD
RM (Subject Specific)	Research Methodology	
RP	Research Project	Research Project

Types of Courses

A student admitted to this program is required to undergo and successfully complete the following types of courses as mentioned in the scheme of examination:

Sr. No.	Course Type	Choice for Selection
1.	**Major Subject**	A student is required to select a 'MAJOR' subject from any one group amongst the groups provided in Table 3 under Clause 4, provided in this scheme of examination in the 1st semester. The last date for selection of 'Major' subject may be decided by the college but it shall not be later than 15 days after commencement of classes for 1st Semester. Change of major subject shall not be permitted after the examination form is submitted. This MAJOR subject will be continued for all semesters.
2.	**Minor Subject**	A student is required to select any one 'MINOR' subject from any one group under Table No. 3 Clause 4 except the subject in the group of MAJOR subjects or any other degree program offered by the university in any other faculty at the time of admission to 2nd Semester. Change of 'Minor' subject shall not be permitted after the examination form is submitted. Except MAJOR or Group of MAJOR all other subjects would be considered as MINOR. A student should continue the same 'Minor'in all semesters throughout the programme.
3.	**Open Elective Course (OE)**	A student is required to select an **'OPEN ELECTIVE COURSE'** from the 'Open Elective Basket' of any program offered by the university from any faculty before filling the examination form for the semester concerned. Such an 'OPEN ELECTIVE COURSE' cannot be selected from the subjects chosen by a student as 'Major' or 'Minor' subjects. **OR** A student can also earn credits for 'OPEN ELECTIVE COURSE' by successfully completing online courses of equivalent credits from SWAYAM/NPTEL learning platforms. **OR** From other Higher Education Institutions affiliated to R.T.M. Nagpur University. **OR** Any other institute of National repute i.e. IIT, IIM, IISC, IIIT, and NIT. However, this need to be informed by the student to the university through the college before the commencement of the semester and an application for transfer of credits is required to be made by the student. **If a student completes an 'OPEN ELECTIVE COURSE' from other faculty or online learning platform having more than 2 OR 4 credits, it will be considered equivalent to 2 OR 4 credits only**
4.	**Vocational Skill Course (VSC)**	A student is required to successfully complete the **'VOCATIONAL SKILL COURSE'** as mentioned in this scheme of examination. This course must be a course corresponding to the **'MAJOR'** selected by a student.
5.	**Skill Enhancement Course (SEC)**	A student is required to select a **'SKILL ENHANCEMENT COURSE'** from the basket provided by the university for this purpose. A separate notification and guidelines in this regard shall be displayed by the university on its website. **OR**

		A student can also earn credits for **'SKILL ENHANCEMENT COURSE'** by successfully completing online courses of equivalent credits from SWAYAM/NPTEL learning platforms or from other Higher Education Institutions affiliated to R.T.M. Nagpur University provided they are approved by the competent authority of RTM Nagpur University or the courses from 'Sector Skill Council.' However, this need to be informedby student to the University through the college before the commencement of the semester and an application for transfer of credits is required to be made by student. If a students completes 'SEC' from other faculty or online learning platforms having more than 2 credits, it will be considered equivalent to 2 credits in this program.
6.	**Ability Enhancement Course (AEC)**	A student is required to undergo and successfully complete the **'ABILITY ENHANCEMENT COURSE'** as mentioned in this schemeof examination.
7.	**Indian Knowledge System Course (IKS)**	A student is required to undergo and successfully complete the **'INDIAN KNOWLEDGE SYSTEM COURSE'** as mentioned in this scheme of examination. This course must be corresponding to the 'MAJOR.
8.	**Value Education Course (VEC)**	A student is required to undergo and successfully complete the **'VALUE EDUCATION COURSE'** as mentioned in this scheme of examination.
9.	**Co-Curricular Course (CC)**	A student is required to select a **'Co-Curricular Course'** from amongst the basket provided under the direction/regulation governing B. A. Program. This course must be completed at the college where the student has taken admission and transfer of credit is not permissible for this type of course.
10.	**Field Project (FP) /On Job Training (OJT)/Community Engagement Project (CEP)/Research Project (RP)**	A student is required to undergo and successfully complete this course as mentioned in the scheme of examination under the guidance of supervisor/mentor assigned by the college. This course must be corresponding to the **'MAJOR.'** This course must be completed at the college where the student has taken admission and transfer of credit is not permissible for this type of course.

Availability 'Major' and 'Intake Capacity'

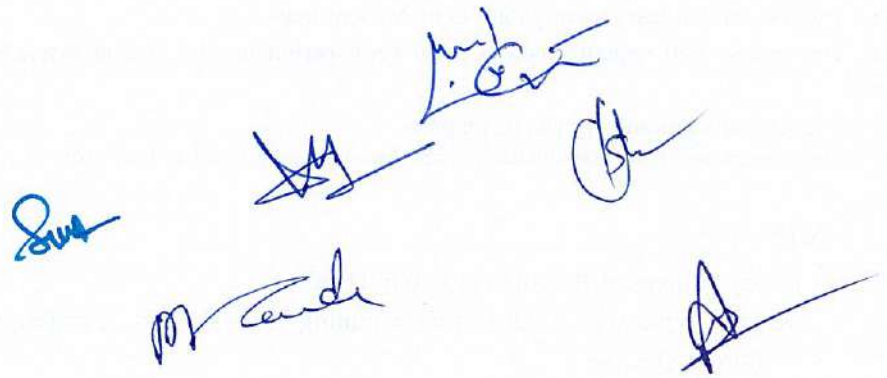
All colleges affiliated to the University for offering B. A. Program in the Faculty of Humanities shall adhere to the following:

Table 3: LIST OF MAJOR SUBJECTS

AFFILIATED PROGRAM	SANCTIONED INTAKE	'MAJOR' TO BE OFFERED	CODE OF 'MAJOR'
Group A	As approved by the University	1. Marathi Literature	MLT
		2. Hindi Literature	HLT
		3. Sanskrit Literature	SLT
		4. Pali Literature	PALT
		5. English Literature	ELT
		6. Urdu Literature	ULT
		7. Persian Literature	PLT
		8. Arabic Literature	ALT
Group B	As approved by the University	9. English	ENG
		10. Marathi	MAR
		11. Hindi	HIN
		12. Sanskrit	SAN
		13. Urdu	URD
		14. Pali	PAL
		15. Arabic	ARB
		16. Persian	PRN
Group C	As approved by the University	17. Ancient Indian History, Culture & Archaeology	AIH
		18. History	HIS
		19. Library & Information Science	LIS
Group D	As approved by the University	20. Economics	ECO
		21. Mathematics	MAT
		22. Statistics	STA
Group E	As approved by the University	23. Political Science	POL
		24. Philosophy	PHL
		25. Public Administration	PUB
Group F	As approved by the University	26. Home Economics	HEC
		27. Geography	GEO
		28. Psychology	PSY
Group G	As approved by the University	29. Drama	DRM
		30. Military Science	MSC
		31. Fashion Designing	FDE
		32. Music	MUS
		33. Fine Arts	FAT
Group H	As approved by the University	34. Sociology	SOC
		35. Buddhist Studies	BST
		36. Dr Ambedkar Thought	ATH
		37. Gandhian Thought	GTH

NOTES:

- Table 3 above has eight groups accommodating all the Major programs. A student is required to select one Major program (subject) from any one group.
- A student is required to select one Minor from any one group except the group from which she/he has selected the Major program (subject).
- Total intake capacity for the program as approved by the university shall remain the same and be divided amongst the 'Major' subjects allowed for that program.
- The HEI may offer a particular 'Major' program based on the availability of teachers and students.
- The HEI is not expected to force any student to opt for a particular program where a choice is provided in the scheme of examination.



Detail Syllabus

SEMESTER – I

MAJOR MANDATORY-1 (4 Credit)

HIS1MM1 - HISTORY OF INDIA: (FROM EARLIEST TIMES TO 550 A.D.)

Course Objectives: As a history student will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India.

Course Outcome:

CO1. The student will learn literary sources of Ancient India.
CO2. The students will acquaire knowledge on Vedic period and rise of Jainism and Buddhism culture.
CO3. The student will know the rise of Empires.
CO4. The student will learn administration, and know about art and architecture.

UNIT- I

a. Literary Sources of the Ancient Indian History.
b. Harappa Civilisation- Extent Urban Planning, Religion, Social and Economic Conditions, Decline.
c. Early Vedic & Post Vedic Age- Various Theories of Aryan's Homeland, Political, Socio-Religious developments.

UNIT- II

a. Age of Religious Movements- Jainism & Buddhism.
b. Mourya Empire - Chandragupt Mourya & Ashok Mourya, Mourya Administration and Social, Economic Condition.
c. Sangam Age – Sangam Literature, Society and Culture

UNIT- III

a. Kushanas - Political Achievement, Social, Economic and Cultural Conditions.
b. Satvahanas - Political Achievement, Social, Economic and Cultural Conditions.
c. Gupta Empire - Samudragupta, Chandragupta-II 'Vikramaditya', Kumargupta- I.

UNIT- IV

a. Gupta Empire - Administration, Social, Economic Conditions.
b. Gupta Empire- Art and Architecture, Literature, Development of Science and Technology.
c. Vakataks- Political Achievement and Cultural Development.

Books Recommended:

1. Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987
2. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
3. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial
4. Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.
5. Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N. Mukherjee
6. Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
7. Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974
8. Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
9. Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and SanskriticNirantarta, Kitab Ghar publication, New Delhi, 2007
10. Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
11. Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The AgeImperial Kanauj
12. Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
13. Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
14. Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
15. Raychaudhary, H.C.: Political History of Ancient India.
16. Sastri, K.A. Nilkanta: a History of South India, from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi GranthAcademy.
17. Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
18. Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
19. Srivastva, B: दक्षिण भारत का इतिहास, Varanasi, 2010.
20. Vaidya, C.V: History of Medieval Hindu India, Reprint, Gyan books, New Delhi, 2018.
21. Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002
22. A. L. Basham, The Wonder That was India (Mumbai, Rupa, 1971)
23. D.N. Jha and K.M. Shrimali, Prachin Bharat Ka Itihas (Delhi, Hindi, Directorate 1990)
24. Kalambe Chitralekha, Prachin Bhartacha Sanshipt Itihas aani Priyadarshi Itihas Part-I, Swayam Prakashan, Mumbai, 2017
25. Kalambe Chitralekha, Prachin Bhartacha Sanshipt Itihas aani Priyadarshi Itihas Part-II, Swayam Prakashan, Mumbai, 2017

MAJOR MANDATORY-2 (2 Credit)
HIS1MM2 - IDEA OF BHARAT

Course Objectives: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

Course Outcome:

CO1. The student will understand the concept of Bharatvarsha, its geography and Akhand Bharat.
CO2. The student will know their cultural roots and ancient Indian philosophy.

UNIT- I

a. Understanding of Bharatvarsha, Aryavarta, Jambudweep, Indica, Hindustan
b. Geographical concept of Akhand Bharat
c. The concept of Janpada & Gram Swarajya

UNIT- II

a. Salient features of Indian Art & Culture
b. Indian perception of Dharma and Darshan
c. The concept of Vasudhaiva Kutumbakam: Man, Family, Society and world

Books Recommended:

1. A.L. Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. Bhagvadatt: वृहद भारत का इतिहास, प्रणव प्रकाशन, नई दिल्ली
5. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
6. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York,1996
7. G. Arrhenius: Evolution for space
8. Govind Chandra Pandey: भारतीय संस्कृति दिनी ग्रंथ अकादमी, भोपाल, 2008
9. Govind Chandra Pandey: वैदिक संस्कृति, लोक भारती प्रकाशन, दिल्ली
10. Kapil Dev Dwivedi: वेदो मे तत्त्वज्ञान , विश्व भारती अनुसंधान परीषद, 2014
11. Narendra Mohan: भारतीय संस्कृती, प्रभात प्रकाशन, तदल्ली, 2011
12. Rajbali Pandey: भारतीय पुरालिपी, लोक भारती प्रकाशन, इलाहबाद, 1998
13. Satish Chand Mittal: भारतीय संस्कृतीके चार अध्याय, अखिल भारतीय इतिहास संकलन योजना, दिल्ली, 2018
14. Shri Arvind: भारतीय संस्कृतीके आधार, पांडचरी
15. Vasudev Sharan Aggarwal: प्राचीन कालीन भारत, पृथ्वी प्रकाशन वाराणसी
16. Will Durant: The Story of civilization, five communications, US, Jan. 1993(11 Vol)
17. R.K Mookherjee: The Fundamental Unity of India

Open Elective
OE1 (4 Credits)
HIS1OE1- INDIAN FREEDOM STRUGGLE: 1885 to 1947 AD

Course Objectives: The contents of the syllabus are designed to cover core issues pertaining to a vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the national movement in its conceptuality. India's quest for independence and nation-building are interwoven scripts of history, debated most widely at the global level from various angles. Indeed, India's national movement has a vast and divergent ideological base with inner contradictions.

Course Outcome:

CO1. The student will understand the making of Indian constitution and to know the salient features of Indian constitution.
CO2. The student will know the new economic initiatives propagated in independent India.
CO3. The student will critically analyse the international relations of India with its neighbours.
CO4. The students will be enabled to analyse development of democratic culture in the princely states.

UNIT I

a. Establishment of Indian National Congress and Moderates Politics
b. Extremists Politics-Lokmanya Tilak; Swadeshi Movement
c. Revolutionary Movement Phase-I-Birsa Munda; V.D. Sawarkar

UNIT II

a. Home Rule Movement; Lucknow Pact
b. Mahatma Gandhi–Early Satyagraha and Non - Cooperation Movement
c. Civil Disobedience Movement, Round Table Conferences

UNIT III

a. Revolutionary Movement phase-II; Bhagat Singh; Chandrashekar Azad
b. Quit India Movement–1942
c. Subhash Chandra Bose and Indian National Army (INA), INA Trials

UNIT IV

a. Cripps Mission, Wavell Plan,
b. Cabinet Mission Plan, Mountbatten Plan
c. Independence Act, 1947, Partition of India

Recommended Books:

1. Ayodhya Singh; Bharat Ka Mukti Sangram
2. B.L. Grover; A New Look on Modern Indian History, S Chand.
3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002
4. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
5. Bipan Chandra: Nationalism and Colonialism.
6. C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990
7. Francine Frankel; India's Political Economy 1947- 1977.
8. Gail Omvedt; Dalits and Democratic Revolution.
9. K.G. Subramanian; The Living Tradition: Perspectives on Modern Indian Art.
10. Mushirul Hasan; From Company to the Republic: A story of Modern India
11. Parul Brass; The Politics of India since Independence.

12. R.L. Shukla; Adunik Bharat (ed). Delhi Uni. Hindi Madhyam Nideshalaya. 2012.
13. Shekher Bandopadhyya : Plassy to Partition Orient Black Swan(Hindi & English)
14. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
15. Sunder Lal; Bharat mein Angreji Raj 2 vol . (National Book Trust of India)
16. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
17. Paul Brass: The Politics of India since Independence
18. Dutta. K.K: Social History of Modern India
19. Desai A.R.: Social background of Indian Nationalism
20. Desai A.R.: India's Path of Development
21. Satya Rai: भारत मे उपनिवेशवाद और राष्ट्रवाद का उद्य
22. D. Agrow: Moderates and Extremist in the Indian National Movement
23. M.N. Gupta: History of the revolutionary Movement in India
24. Sumit Sarkar: आधुनिक भारत
25. S.R Mehrotra: The Emergence of Indian National congress
26. Bipan Chandra and Others: Freedom Struggle

VSC-1 (2 Credit)

HIS1VSC1 – ARCHIVES IN INDIA

Course Objectives: The aim of introducing this paper is to highlight the facts pertaining to the nature and importance of Archives. The students will learn the preservation of records and records management. The student will also understand the functions and administration of National Archives and regional Archives.

Course Outcome:

CO1. The student will understand the meaning and definition of Archive. The student will know the history, uses and importance of Archive.

CO2. The students will come to know the best Museums in India.The student will also know the various government & private Archives.

UNIT- I

a. Concepts of Archives; Definition - Archives and Records
b. History of Archives in India.
c. Types of Archives- Types of Records
d. Uses of archives

UNIT- II

a. Best Museums in India
b. Indian Historical Record Commission - The National Archives, Delhi
c. Maharashtra State Archives –Mumbai, Nagpur
d. Private Archives –Vidarbha Sansodhan Mandal, Itihas Sanshodhan Mandal, Dhule

Books Recommended:

1. Agrawal Usha- Directory of Museums in India, New Delhi, 2000
2. Anderson, G.(ed) Reinventing the Museums: Historical & Contemporary perspectives on the paradigm shift, Oxford, Altamira Press, 2004
3. Black G. The Engaging Museum: Developing Museums for Visitor Involvement, London, Rutledge, 2005
4. Bobade B.R., Directory of Museums in India, Ministry of Culture, Govt of India, 2023
5. Bobade B.R., Museums a Guide to Preservation and Fumigation, Pacific Publication, Delhi
6. BobadeB.R. Museums and Archives-Preservation and Management and Digital networking, Pacific Pub. Delhi
7. Bobade B.R., Museums A New Era of Technology, B.R. Publishing Delhi
8. Bobade B.R., Encyclopedia of Museums, Archives & Archaeology 10 Volumes, Empire Books International, New Delhi
9. Flower, Sir William Henry, Essay on Museums, Macmillan & Co. Limited, London, 1898
10. Handley, Thomas Holbein, Handbook to Jeypore Museum, Calcutta Central Press Museum, 2005

11. Jeyraj, Dr. V. Museology Heritage Management, Director of Museums, Government Museum 2005
12. Murray, David, Museums their History and their use, vol.I, James Maclehose& Sons, Glasgow, 1904
13. Shrivastav, Alok (ed) puratatvadhiniyamevamniyam, puratatv, abhilekhagaarevamsangrahalayasanchalanalay, Madhya Pradesh, 1998
14. Shukla, Dr.Girishchandra, Sangrahalayavighyan, MotilalBanarasidas, Delhi, 2002
15. GaneshanD.. Bharat keVividhSangrahalaya, Pilgrims Prakashan, Varanasi, 2006
16. Sahay, Shivswaroop, Sangrahalaykiaur, MotilalBanarasidas, Varanasi, 2005
17. Agrawal, o. p. Kala Vastuani Grantalaysahityache Jatan, National Book Trust India, 2012
18. Baliga B.S. Guide to Records preservation in the Madras Record Office
19. Bharbaga K.D. An Introduction to National Archive
20. Dodwell H Report on the Madras Records
21. Harinarayana, The Science of Archive Keeping
22. Hilary Jenkinson, A manual of Archives Administration
23. Longwell W.H., The Conservation of Books and Documents
24. SalianGhose, Archives Keeping
25. Sundara Raj(Ed.) A Manual of Archival Systems and the World of Archives, Siva Publications, Chennai, 1999

Activities:

a) **Mandatory**: (Training of students in the related skills by the Lecturer, Total:10Hours)

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than10 hours on identifying, extracting, classifying and preserving archival sources and documentation techniques. The training may pertain to the historical records of a local Educational institution, organization, age-old institution, business establishment, government institution, hospital, historical society, monument or a cultural event.

2) **For Student**: Students shall visit a college library, local library, an organization's office, archival cell or museum and observe the collection, preservation and cataloguing techniques. They shall write their individual or Group (Min 5 students) observations in the given format, not exceeding10-15 pages, and submit to the teacher, as the Fieldwork/Project work Report.

3) Suggested Fieldwork/Project work Format (Report shall not exceed10-15pages):

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion& References.

4) Max Marks for Fieldwork/Project work Report:50

b) Suggested Activities

1) Invited Lectures

2) Handson experience by field experts.

3) Debates on interesting topics

4) Seminars, Group discussions, Quiz, etc.

*** Evaluation framework is given on the last Page.**

SEC-1 (2 Credit)

HIS1SEC1- ARCHIVAL SOURCES AND TECHNIQUES

Course Objectives: The Students after successful completion of the course will be able to understand the archival sources and techniques as professional tools. They will Identify the intellectual and physical content in historical sites and records. The students will learn to Manage, budget and implement projects.

Course Outcomes:

CO1-Develop the ability to preserve and create access for a historic record.

CO2- Recognize the importance of archives in history writing.

UNIT-I

a. Archival Sources: Public Records, Oriental Records, Manuscripts, Private Papers, News Papers etc. –

b. Identifying Historical Records from fiction – Differentiating Primary and Secondary Sources.

UNIT-II

a. Physical forms of Archival Materials: Clay tablets, Stone inscription, Metal Plates, Palm Leaves and Paper records, Photographs, Cartographic Records, Film, Video tapes and other Electronic Records.

b. Archival Ethics: National Security, Privacy, Intellectual Property Rights -Information Technology and Computer Application in Archives.

Books Recommended:

1. Annstoler, Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense,2009

2. Bern and Cohn, An Anthropologist among Historians and other Essays, OxfordPress,2010

3. Saloni Mathur: India by Design: Colonial History and Cultural Display, University of California,2007

4. Sengupta, S.: Experiencing History Through Archives, Delhi: MunshiramManoharlal,2004

5. Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004

6. Kathpalia, Y. P. : Conservation and RestorationofArchiveMaterials,UNESCO,1973

7. Basu, Purnendu; Records and Archives, What are they, National Achieve of India, 1960, Vol II, No. 29

8. The Indian Archives, Journal

9. Web sources suggested by the teacher concerned and college librarian including for reading material.

Activities:

a) Mandatory: (Training of students in the related skills by the Lecturer, Total:10Hours)

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than10 hours on identifying, extracting, classifying and preserving archival sources And documentation techniques. The training may pertain to the historical records of a local Educational institution, organization, age-old institution, business establishment, government institution, hospital, historical society, monument or a cultural event.

2) For Student: Students shall visit a college library, local library, an organization's office, archival cell or museum and observe the collection, preservation and cataloguing techniques. They shall write their individual or Group (Min 5 students) observations in the given format, not exceeding10-15 pages, and submit to the teacher, as the Fieldwork/Project work Report.

3) Suggested Fieldwork/Project work Format (Reportshallnotexceed10-15pages):

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion& References.

4) Max Marks for Fieldwork/Project work Report:50

b) Suggested Activities

1) Invited Lectures

2) Handson experience by field experts.

3) Debates on interesting topics

4) Seminars, Group discussions, Quiz, etc.

*** Evaluation Framework is given on the Last Page.**

VALUE EDUCATION COURSE (VEC)
HIS1VEC1-ENVIRONMENTAL STUDIES

COURSE OUTCOMES:

At the end of the course, students shall be able to:

1. Explain the basics of Environmental Science and Atmospheric Science along-with the components of Environment
2. Explicate the importance of Environmental Education.
3. Elucidate the fundamentals of atmospheric science including formation, depletion and effects of ozone layer and acid rain on environment.
4. Describe the various physical and chemical characteristics and properties of Water and Soil
5. Understand the Ecology and its allied branches
6. Comprehend about Population and Community Ecology
7. Study the changes in Population by understanding the concept of Population ecology

Unit-I: Basics of Environmental Science

A. Introduction of Environmental Science: Definition, Types, Classification, Characteristics, Components and principles of environment. Scope and need for environmental science, Multidisciplinary nature of environmental science, Environmental ethics.

B. Environmental Education: Goals, Objectives and principles of environmental education, formal and non-formal environmental education, environmental programme, importance of environmental education, environmental awareness.

C. Components of Environment: Atmosphere (Structure and composition), hydrosphere – distribution of water, hydrological cycle, global water balance, lithosphere – Internal structure of Earth, types of rocks, Biosphere- Boundaries of biosphere.

Unit-II: Basics of Atmospheric Science

A. Atmospheric Chemistry: Structure of atmosphere based on temperature, photochemical reaction in the atmosphere, temperature inversion and lapse rate, smog formation, types of smog (sulphur and photochemical smog), adverse effect of smog on human being, aerosol.

B. Green House Effect: Greenhouse gases, relative contribution and effects of greenhouse effect, control of greenhouse gases. Ozone depletion: chemistry of ozone depletion, Dobson Unit, ozone depleting substances (ODS), ozone hole, consequences of ozone depletion, mitigation measures and international protocols.

C. Acid Rain: Chemistry of Acid Rain, effect of acid rain on ecosystem, control measures. Precipitation – Forms of precipitation (rain, drizzle, snow, sleet, and hail), types of precipitation (conventional, orographic, and cyclonic).

Unit-III: Basics of Ecology

A. Ecology: Definition, subdivision and modern branches of ecology, ecology spectrum, scope of ecology. Application and significance of ecology to human beings.

B. Abiotic Factors: Temperature: effect of temperature on plants and animals, Adaptation to meet extreme temperature. Light: Zonation in marine habitat, effects of light on plants and animals, Microclimate and fire, Shelford law of tolerance, Leibigs law of minimum.

C. Biotic Factor: Inter specific relationship Positive: Mutualism (symbiosis), commensalism, proto- cooperation Negative: Parasitism, predation, competition, Antibiosis, Neutralism.

Unit-IV: Ecosystems and food chain

A. Ecosystem: Definition, structure and function of ecosystem, types of ecosystem: Terrestrial (forest, grassland, desert, cropland), Aquatic (Marine and freshwater)

B. Food chain: Definition & types: Grazing food chain, detritus food chain, and parasitic food chain, food web in forest and grassland ecosystem. Ecological pyramids (number

biomass and energy), energy flow in ecosystem (Y- shaped). Energy flow and the law of thermodynamics.

C. Biogeochemical Cycles: Definition, classification, gaseous cycle (oxygen, carbon and nitrogen) Sedimentary cycle (phosphorus and sulphur).

RECOMMENDED BOOKS:

1. Text Book of Environment: K M Agrawal, P.K. Sikdar, and S.C. Deb, Mc'Millan Publication, Mumbai.
2. Man and Environment: M.C. Dash and P.C. Mishra, Mc'Millan Publication, Mumbai.
3. Environmental Science: S.C. Santra, New Central Book Pvt.Ltd, Kolkatta.
4. Environmental Problems and Solution: D.K. Asthana, S.Chand Publication, New Delhi.
5. Environmental Chemistry: S.S. Dara, S.Chand Publication ,New Delhi.
6. Environmental Chemistry: A.K. Dey, New Age International Publishers,2001.
7. A Textbook of Environmental Studies: Dr S.Satyanarayan, Dr S.Zade, Dr S Sitre and Dr P.U. Meshram, Allied Publishers, New Delhi.
8. Environmental Biology: Biswarup Mukherjee, Tata McGraw-Hill Publishing Company Ltd, New Delhi,1996.
9. Animal Ecology and Distribution of Animals: Veer Bala Rastogi, Rastogi Publication, Meerut (U.P).
10. Ecology and Environment: P.D. Sharma, Rastogi Publication ,Meerut (U.P).
11. Fundamentals of Environmental Biology: S. Arora, Kalyani Publishers.
12. Environmental Biology: P.K.G. Nair, Himalaya Publication.
13. Environmental Biology: K.C. Agrawal, Agro Botanical Publisher, Bikaner, 1994

MINOR-IKS (2 Credit)
HIS1IKS1 –ANCIENT KNOWLEDGE SYSTEM

Course Objectives: This paper aims at introducing the students to the Ancient Indian wisdom preserved in the Sanskrit and Pali texts. It also introduces the students to the important ethical ideas contained in the Indian traditions. It also investigates if there are certain epistemic ideas in those texts that addresses present concerns like environmental degradation.

Course Outcome:

CO1. The students will understand the Ancient Indian wisdom preserved in ancient texts. The students will know important ethical ideas contained in the Indian traditions.

CO2. The student will be able to investigate certain epistemic ideas in those texts. The learner will able to relate the nature and human relations.

Unit- I Ancient Literature

a. Vedas, Aryanaka, Brahmans, Upnishad, Puranas and Indian Epics
b. Tripitaka, Agama, Lokayat
c. Arthashastra, Natyashastra, Rajtarangini

Unit-II Conceptual Universe in the Indian intellectual tradition

a. Purusharthas
b. Ahmisa in Hinduism, Buddhist and Jain tradition
c. Environmental Ethics (Eco-Dharma)

Books Recommended:

1. Literary Cultures in History: Reconstructions from South Asia -Pollock, Sheldon
2. The Ramayana of Valmiki: An Epic of Ancient India, Vol. 1. - Goldman, Robert P.
3. History of Dharmasastra - Kane, P. V.
4. The Classical Law of India - Lingat, Robert
5. The Asrama System- Olivelle, Patrick
6. The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India- Pollock, Sheldon
7. Hinduism and Environmental Ethics - Christopher G. Framarin
7. Hinduism and Nature - Nandhita Krishna
8. Dharma -BadrinathChaturvedi
9. Philosophical Foundations of Hinduism – A. Ramamurty
10. Upanishads - Patrick Olivelle
11. Foundation of Indian Culture Vol. I - G. C. Pande
12. Foundation of Indian Culture Vol. II - G. C. Pande
13. Indian Philosophy Vol. I - S. Radhakrishnan
14. Indian Philosophy Vol. II - S. Radhakrishnan
15. A History of Indian Literature (Three volumes) - M. Winternitz (Translated from German to English by S. Ketkar)
16. Mahabharata - Kamala Subramaniam
17. TheArthashatra, Kautilya- L.N. Rangarajan
18. The Origins & Development of Classical Hinduism-A.L. Basham
19. Dharma Its Early History in Law, Religion, and Narrative-Alf Hiltebeitel

20. The Religion of India The Sociology of Hinduism and Buddhism- Max Weber
21. The Buddha and His Dhamma-Dr. B.R. Ambedkar
22. Change and Continuity in Indian Religion-J. Gonda
23. The Secret of the Veda- Sir Aurobindo
24. Questioning Ramayanas A South Asian Tradition - Paula Richman
25. The Indian Epics Retold -R.K. Narayan
26. Dharma and Development the Future of Survival - MakarandParanjape
27. The Hinduism Omnibus-Nirad C. Chaudhuri and others
28. The Experiential Dimension of Advaita Vedanta- Arvind S

SEMESTER- II

MOJOR MANDATORY-3 (4 Credit)

HIS2MM3 - HISTORY OF INDIA: 550 TO 1206 A.D.

Course Objectives: Students will learn and analyze about the transition from historic centuries to the early medieval. They will be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

Course outcome:

CO1. The students will learn and able to analyse the transition of Indian society.

CO2. The students will able to delineate changes in the realm of polity and culture.

CO3. The students will know the administration and art and architecture of south India.

CO4. The students will understand the society and religion of medieval India.

UNIT- I

a. Harshavardhan - Political, Religious and Cultural Developments.
b. Rajput Dynasty- Origin of Rajput, Various Theories.
c. Chahaman and Pratihars - Political and Cultural Achievement.

UNIT- II

a. Solanki and Pal: Political and Cultural Achievement.
b. Chalukyas of Vatapi - Political Achievement, Art & Architecture.
c. Rashtrakutas of Manyakhet – Political Achievement, Art & Architecture.

UNIT- III

a. Tripartite Struggle – Causes and Consequences.
b. Cholas - Political Achievement, Administration, Art & Architecture.
c. Pallava and Pandya - Political Achievement, Art & Architecture.

UNIT- IV

a. Society and Religion in Pre Medieval India.
b. Pre Medieval India: Fine Arts, Architecture, Sculpture, Paintings.
c. Emergence and Spread of Bhakti Movement.

Books Recommended:

1. Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987
2. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
3. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial
4. Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.

5. Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N.Mukherjee
6. Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III:The Classical age
7. Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to thefall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
8. Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and SanskriticNirantarta, Kitab Ghar publication, New Delhi, 2007
9. Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
10. Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
11. Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
12. Majumdar, R.C. and Altekar, A. S. Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
13. Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
14. Pathak Vishudhanand: उत्तर भारत का राजनैतिक इतिहास (600-1200 A.D) हिन्दी संस्थान, उत्तरप्रदेश 1973
15. Raychaudhary, H.C.: Political History of Ancient India.
16. Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
17. Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
18. Srivastva, B: दक्षिण भारत का इतिहास, चौिम्बा प्रकाशन, Varanasi, 2010.
19. Vaidya, C.V.: Early History of Rajputs (750 to 1000 A.D), Reprint, Gyan books, New Delhi, 2019.
20. Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002

A. L. Basham, The Wonder That was India (Mumbai, Rupa, 1971)

21. D.N. Jha and K.M. Shrimali, Prachin Bharat Ka Itihas (Delhi, Hindi, Directorate 1990)
22. B. P. Majumdar, Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
23. Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
24. K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
25. Majumdar, Raychaudhary & Dutta: An Advanced History of India, Laxmi Publications, 2016

MOJOR MANDATORY-4 (2 Credit)
HIS2MM4 –UNDERSTANDING HERITAGE

Course Objectives: The objective of this course is to sensitize the learners on the heritage value of Indian archaeology and its cultural diversity. The students would learn the various policy measures in India for the conservation and preservation of heritage values and approachs.

Course Outcome:

CO1. The learner will be able to access the core concepts of heritage conservation and management.
CO2. The learner will examine various products and contemporary stakeholders shapinf the heritage tourism of India.

UNIT-I

a. Definition of Heritage and Tourism
b. Scope of study, Development of Heritage Tourism
c. India- Art and Architetural Heritage
d. Living Art and Crafts

UNIT-II

a. Prehistoric sites; Mansar; Indian Festivals
b. Forts-Sitabuldi, Nagardhan, Ambagarh,
c. Significance of Museums, Case study, Field Visit report

Books Recommended:

1. RomilaThaper – Ancient Indian Social History, Orient Longman Pvt., Ltd.,2010
2. MeenakshiKanna – Cultural History of Medieval India,Social Science Press , 2007
3. ThilipM.Menon -- Cultural History of Modern India, 2012
4. Auboyer.J – Daily Life in Ancient India, 1965
5. Alldin .B.R – The Birth of Indian Civilization, 1968
6. RomilaThaper – The Cultural Past
7. Asher , Catherine, B. Architecture of Mughal India
8. Ashraf K.M. Life and condition of the People of Hindustan, 1200-1500
9. Basham A.L., The Illustrated Cultural History of India, OUP,
10. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
11. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
12. Brown Percy, Indian Architecture (Islamic Period)
13. Deshpande M.N. Care of Cultural Heritage, New Delhi
14. Grover, Satish, The Architecture of India
15. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum

MINOR (Other than Major) (2 Credit)
HIS2M1 - IDEA OF BHARAT

Course Objectives: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

Course Outcome:

CO1. The student will understand the concept of Bharatvarsha, its geography and Akhand Bharat.

CO2. The student will know their cultural roots and ancient Indian philosophy.

UNIT- I

a. Understanding of Bharatvarsha- Aryavarta, Jambudweep, Indica, Hindustan
b. Geographical concept of Akhand Bharat
c. The concept of Janpada & Gram Swarajya

UNIT- II

a. Salient features of Indian Art & Culture
b. Indian perception of Dharma and Darshan
c. The concept of Vasudhaiva Kutumbakam: Man, Family, Society and world

Books Recommended:

1. A.L. Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. Bhagvadatt: वृहद भारत का इतिहास, प्रणव प्रकाशन, नई दिल्ली
5. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
6. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York,1996
7. G. Arrhenius: Evolution for space
8. Govind Chandra Pandey: भारतीय संस्कृती, हिन्दी ग्रंथ अकादमी, भोपाल, 2008
9. Govind Chandra Pandey: वैदिक संस्कृती, लोक भारती प्रकाशन, दिल्ली
10. Kapil Dev Dwivedi: Vedo Me Vigyan , Vishwabharati Anusandhan Parishad, 2014
11. Narendra Mohan: भारतीय संस्कृती, प्रभात प्रकाशन, दिल्ली, 2011
12. Rajbali Pandey: भारतीय पुरालिपी, लोक भारती प्रकाशन, इलाहबाद, 1998
13. Satish Chand Mittal: भारतीय संस्कृती के चार अध्याय, अखिल भारतीय इतिहास संकलन योजना, दिल्ली, 2018
14. Shri Arvind: भारतीय संस्कृती के आधार, पांडचरी
15. Vasudev Sharan Aggarwal: प्राचीन कालीन भारत, पृथ्वी प्रकाशन वाराणसी
16. Will Durant: The Story of civilization, five communications, US, Jan. 1993(11 Vol)
17. R. K. Mookherjee: The Fundamental Unity of India

Open Elective
OE2 (4 Credits)
HIS2OE2 - INDEPENDENT INDIA: 1948-2010 AD

Course Objectives: The paper is designed to understand the process of integration of Princely state in India, making of Indian constitution and to know the salient features of Indian constitution. It further focuses on the new economic initiatives propagated in independent India. The paper aims to enhance student's knowledge on international relations of India with its neighbours and introduced to establishment of regional political entities. Students are enabled to analyse development of democratic culture in the princely states.

Course Outcome:

CO1. The student will understand the making of Indian constitution and to know the salient features of Indian constitution.

CO2. The student will know the new economic initiatives propagated in independent India.

CO3. The student will critically analyse the international relations of India with its neighbours.

CO4. The students will be enabled to analyse development of democratic culture in the princely states.

Unit-I

a. Integration of Indian Princely States, Role of Sardar Patel
b. Making of Indian Constitution, Drafting Committee
c. Salient Features of Indian Constitution; Reorganization of States

Unit-II

a. Planning Commission of India
b. Land Reforms; Bhudaan Movement; Green Revolution
c. Industrial Policy; Nationalization of Banks

Unit-III

a. Policy of Non- Alignment – Role of Pt. J. Nehru
b. Liberation of Goa 1961; Sino-War -1962
c. Indo-Pak Wars-1965; 1971;1999

Unit-IV

a. National Emergency-1975; Role of Indira Gandhi
b. Indian Mass Movements-1980-2010
c. Development in Science & Technology

Books Recommended-(English)

1. India after Independence -Bipan Chandra
2. The Politics of India since Independence -Paul Brass
3. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
4. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
5. Economic History of India -V.B.Singh
6. The Economic History of India (Vol I, II) -R.C.Dutt
7. Fifty Years of Modern India -V.D. Mahajan
8. History of Education in Modern India 1757-2007 -S.C.Ghosh
9. In the Shadows of Naga Insurgency- Jelle J.P. Wouters
10. India After Liberalization- BimalJalan

Marathi, Hindi

1. Swantantra Bharatacha Itihas (1947-2000) –SumanVaidya, Shanta Kothekar
2. Azadike Baadka Bharat 1947-2000 -Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee
3. Samkaleen Bharat -Bipan Chandra
4. Bharatiya Shashanaur Rajniti -(ed) Basukinath Chaudhary, Yuvaraj Kumar
5. Adhunik Bharat kaItihas –Dhanpati Pandey

VSC-2 (2 Credit)

HIS2VSC2 - MUSEUMS IN INDIA

Course Objectives: The paper has been designed to help the students to acquire knowledge on different types of museums.

Course Outcome:

CO1. The course will equip the student with practical knowledge in Museology along with theory.

CO2. The course will enhance the awareness about heritage preservation and its institutional methods.

UNIT-I Introduction to Museum

a. Concepts and History of Museums in India
b. Types of Museums, their scope and functions.
c. Best Museums in India
d. Heritage education; museum and accessibility

UNIT-II Collection, Documentation and Significance

a. Collection: field exploration, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others
b. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.
c. Significance of Museums, Case study, Field visit report

Books Recommended:

1. Aiyappan and Satyamurti S.T.- Handbook of Museum Technique
2. AnupamaBhatnagar, Museums, Museology and New Museology
3. Bobade B.R., Directory of Museums in India, Ministry of Culture, Govt of India, 2023
4. Bobade B.R., Museums a Guide to Preservation and Fumigation, Pacific Publication, Delhi
5. Bobade B.R., Museums and Archives-Preservation and Management and Digital networking, Pacific Pub. Delhi
6. Bobade B.R., Museums A New Era of Technology, B.R. Publishing Delhi
7. Bobade B.R., Encyclopaedia of Museums, Archives & Archaeology 10 Volumes, Empire Books International, New Delhi
8. Balakrishna, Bibliography on Museology
9. D.P. Ghosh, Studies in Museology
10. J.N. Basu, Indian Museums and MovementAshraf K.M. Life and condition of the People of Hindustan, 1200-1500
11. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
12. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
13. Deshpande M.N. Care of Cultural Heritage, New Delhi
14. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum

ACTIVITIES:

a) Mandatory:(Training of students in the related skills by the Lecturer, Total10 Hours)

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than10 hours on Historical tourism. The teacher shall train the students to identify the sources, authenticate, compile, arrange and judge in a proper order.

2) For Student: Students shall individually visit a place like a Village/Cultural Centre /Religious place / Monument/Organization/Institution or a Historical place and study its history and make observations.

These individual or Group (min 5 students) observations shall be written not exceeding 10-15 pages and submitted to the teacher as Field work/Project work or Report in the given format.

3) Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings & References.

4) Max Marks for Field work/Project work Report: 50

b) Suggested Activities:

1. Training of Students on Historical Tourism
2. Field Report
3. Invited Lectures Presentations on Related Topics by Field Experts.
4. Debates on Interesting Topics
5. Seminars, Group Discussions, Quiz, etc.
6. Preparation of Videos on Historical Sites.
7. Collection of Material/Figures/Photos/Books related to History of a Place in a Systematic way in a file.
8. Visits to Historical Sites, Museums, Monuments etc

*** Evaluation Framework is given on the Last Page.**

SEC2 (2 Credits)
HIS2SEC2- HISTORICAL TOURISM

Course Objectives: The Heritage tourism is quite a recent development; focused on combination of activities from conservation, preservation and promotion of historical sites. The paper is designed to make the students know their heritage. The paper will also serve the purpose of making awareness about importance of historical monuments and various tourist places in Maharashtra.

Course Outcome:
CO1. The student will know the cultural roots of Indian people.
CO2. The students will survey the community's historic resources.
CO3. The students will know the importance of Historical monuments as tourist destination.
CO4. The student will learn about the various tourist resources of Maharashtra.

UNIT-I
a. Definitions, Meaning and Types of tourism
b. History and Tourism; Meaning and scope of Heritage tourism
c. Role of State Government in promoting tourism
d. Role of Maharashtra Tourism Development Corporation.

UNIT –II Historical Tourist Places of Vidarbha
a. Caves: Kachargad; Hill Station: Chikhaldara; Architectural and Memorial monuments: Dikshabhumi, Mansar archaeological Site
b. Places of Socio-Religious significance: Ramtek, Markanda, Mozari (Amravati), Sevagram (Wardha)
c. Forts: Ambagad, Umred, Paoni; Chandrapur; Pratapgad; Gavilgadh, Sitabuldi, Nagardhan etc.
d. Forest Tourism; Tadoba, Pench, Karadhadla, Nagzira, Bor etc

Books Recommended-(English)
1. A Culture of History of India - Basham, A.L. (Ed)
2. The Art and Architecture of India - Rowland, B.
3. Studies in Jaina Art, Banaras - Shah, U.P.
4. Indian Architecture (Buddhist & Hindu) - Brown Percy
5. Cultural Tourism in India-Its Scope and Development -Alchevs, F.Q.
6. Tourist India - Kaul, S.N.
7. Tourism and Hotel Industry in India -Anand M.M.
8. Tourism Development: Principals and practices - Bhatia, A. K.
9. Tourism Development in India -Leela Shelly
10. Tourism Management -Wahab, S.
11. Successful Tourism Planning and Management - Seth, P.N.

ACTIVITIES:
a) Mandatory:(Training of students in the related skills by the Lecturer, Total10 Hours)
1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than10 hours on Historical tourism. The teacher shall train the students to identify the sources, authenticate, compile, arrange and judge in a proper order.
2) For Student: Students shall individually visit a place like a Village/Cultural Centre /Religious place / Monument/Organization/Institution or a Historical place and study its history and make observations.
These individual or Group (min 5 students) observations shall be written not exceeding 10-15 pages and submitted to the teacher as Field work/Project work or Report in the given format.

3) Suggested Fieldwork/Project work Format:
Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings & References.
4) Max Marks for Field work/Project work Report: 50
b) Suggested Activities:
1. Training of Students on Historical Tourism
2. Field Report
3. Invited Lectures Presentations on Related Topics by Field Experts.
4. Debates on Interesting Topics
5. Seminars, Group Discussions, Quiz, etc.
6. Preparation of Videos on Historical Sites.
7. Collection of Material/Figures/Photos/Books related to History of a Place in a Systematic way in a file.
8. Visits to Historical Sites, Museums, Monuments etc

*** Evaluation Framework is given on the Last Page.**

VALUE EDUCATION COURSE(VEC)
HIS2VEC2-CONSTITUTION OF INDIA

Course Objectives: The paper is designed for students to make them know the constitutional developments in India. To enrich the knowledge of the students with the form of Government by which they are governed. To incite a deep interest in the preservation of unity, integrity and solidarity of our nation.

Course Outcome:
CO1. The students will understand the constitutional development of India during the British rule.
CO2. The students will understand the development of democratic institutions in India.

UNIT – I

Historical Background to the Framing of the Indian Constitution: General Idea about the Constituent Assembly of India.

UNIT – II

Preamble – Nature and key concepts/Constitutional values, Socialism, Secularism, Democracy, Justice, Liberty, Equality and Fraternity, Salient Features of the Constitution of India

UNIT – III

General study about the kinds, nature and importance of; Fundamental Rights, Directive Principles of State Policy and Fundamental Duties.

UNIT –IV

Introduction of the Constitutional Institutions and Authorities; Central Legislature and Executive (Parliament of India, President of India and Council of Ministers); State Legislature and Executive (State legislative Assemblies, Governors and Council of Ministers); Higher Judiciary (Supreme Court of India and High Courts)

Recommended Books:

1. Agrawal R.C., Constitutional Development and National Movement in India
2. Desikachari S.V., Readings in Constitutional History of India
3. Gangules N., Constitutional Development in India
4. Gupta D.G., Indian National Movement and Constitutional Development
5. Kapoor A.C. Select Constitutions
6. Mahajan V.D. Constitutional History of India
7. Pylee M.V., Constitutional History of India (1600-2010)
8. Sikri S.L., A Constitutional History of India
9. A. C. Banerjee, The Constitutional History of India (Vol-I) 1600-1858
10. A.C. Banerjee, The Constitutional History of India (Vol-II) 1858-1919
11. B.B. Mishra, Central Administration of the East India Company, (1773-1834)
12. B.B. Mishra, The Administrative History of India (1834-1946)
13. B.B. Mishra, The Judicial Administration of the East India Company in Bengal
14. G.N. Singh, Indian Constitutional and National Development
15. J. K. Mittal, Constituent Assembly of India

SEMESTER- III

MAJOR MANDATORY-5 (4 Credit)

HIS3MM5 - HISTORY OF MEDIEVAL INDIA:1206 TO 1526 AD

Course Objectives: Students will be able to identify the major political developments in the History of India during the period between the twelfth and the sixteenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement. Delineate the development of trade and urban complexes during this period.

Course Outcome:

CO1. The will know the literary sources of Sultanate period and the efforts of establishing power.
CO2. The students will acquaire the knowdege of administrative and other policies.
CO3. The students will analyse the development of medieval India
CO4. The student will know about the Vijaynagar empire and southern powers.

UNIT- I

a. Literary Sources of the Sultanate Period.
b. Establishment of Delhi Sultanate - Quṭbu-Din Aibak, Iltutmish.
c. Razia Sultana, Balban- Blood and Iron Policy, Theory of Kingship.

UNIT- II

a. Alauddin Khilji – Administrative Reforms, Theory of Kingship, Market Control Policy.
b. Muhammad-Bin-Tughlaq – Major Experiments, Firoz Tughlaq – Administration.
c. Lodhi and Surs - Downfall of Delhi Sultanate.

UNIT- III

a. Development of Painting, Music, Literature and Architecture during Delhi Sultanate.
b. Bhakti Movement.
c. Sufism.

UNIT- IV

a. Vijaynagar Empire- Political Achievement, Relation with Bahamani Dynasty.
b. Vijaynagar Empire- Administration, Social, Economic Conditions, Art and Architecture.
c. Downfall of Bahamani Dynasty.

Books Recommended:

1. A History of South India from Pre-historic times to the fall of Vijaynagar (Chennai, Oup, 1983) K.A. Nilkanth Sastri
2. Towards A New Formation, South Indian Society under Vijaynagar Rule (Delhi, Oup. 1992) N. Karashima
3. Medieval Maharashtra (Delhi, Books and Books, 1996) - A.R. Kulkarni
4. Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997) Satish Chandra
5. Peasant State and Society in Medieval South India (Delhi, OUP, 1980) - Burton, Stein,
6. Rise and Fall of the Mughal Empire (Allahabad, Central Book Depot, 1963) - R.P. Tripathi
7. Madhya Kalin Bharat 1540-1701, Part II (Delhi, Hindi Directorate, 1993) - H.C. Verma
8. Madhya Kalin Bharat 750-1540, Part-1 (Delhi, Hindi Directorate, 1983)-H.C. Verma
9. A.L Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
10. A.L.Srivastva : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
11. B.N.S Yadav: Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
12. B.P. Majumdar, Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
13. Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
14. Ishwari Prasad : Medieval India (English or Hindi version)
15. J.N Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
16. K.A. Nilkantha Shastri: A History of South India, Oxfortd, 1997
17. K.N Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
18. Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
19. Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
20. R.C.Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
21. R.C.Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
22. R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
23. S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
24. Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
25. V.S Bhargava: Marwar and the Mughal Emperors, Munshiram Manoharlal, 1966
26. Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
27. Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakaskan, 1974

MAJOR MANDATORY-6 (2Credit)
HIS3MM6 - ART AND ARCHITECTURE IN ANCIENT INDIA

Course Objectives: The course surveys the evolution of architecture in India and their transformation through the years. The various architectural features embedded in the ancient monuments would be thrown open to the students to understand the heritage monuments of this country in right perspectives. The paper intends to strengthen the understanding of cultural history through the study of forms, techniques, and growth of Indian art and architecture. The student will be taught the art and architecture of ancient period.

Course Outcomes:

CO1. The student will acquire the knowledge on the origin and development of Indian Art and Architecture.The students will understand the significance of Art and Architecture in India.

CO2. The learner will know the various schools of Art and Architecture. This course will generate employment opportunities to the students as guides in the department of Tourism.

UNIT – I

a. Harappan age art and architecture

b. Mauryan art and Architecture

c. Sunga-Satavahana art and architecture

UNIT-II

a. Mathura School; Gandhara School; Amrawati School

b. Gupta Art: Mathura style; Vakataka Art, Sarnath Style; Chalukya Art

c. Rashtrakuta Art, Gurjara-Pratihara Art, Pallava Art

Books Recommended:

1. Agarwal V.S. 1965 Studies in Indian Art, Varanasi: VishwavidyalayaPrakashan
2. Agarwal V.S. 1965 Masterpieces of Mathura Art, Varanasi: PrithviPrakashan
3. Balasubramaniam S.R. 1960, Early Chola Temples, Bombay: Orient Longman
4. Balasubramaniam S.R. 1960, LaterChola Temples, Mudgala Trust
5. Brown, Percy, Indian Architecture Buddhist and Hindu period, Vol. I Bombay 1959
6. DhawalikarM.K.,LateHinayan caves of Western India, Deccan College Post
7. Graduate and Research Institute Pune, 1984.
8. Degluckar, G.B., Temple Architecture and sculpture in Maharashtra, Nagpur, 1974
9. Saundarrajan, K.V., The Cave Temples of the Deccan, Archeological Survey of
10. India, 1881, New Delhi
11. Nagaraju, S., Buddhist Architecture of Western India, Agamkalaprakashan,Delhi,
12. 1981[19]
13. Pramod Chandra, On the Study of Indian Art, Howard University Press,Cambridge1983
14. Saraswati, S.K., A Survey of Indian Sculpture, Calcutta, 1957
15. Spink, Walter M., Art of South India/ Deccan, Delhi 1980
16. Sarkar, H., Studies in Early Buddhist Architecture of India, Mumbai, 1966Marathi
17. Mate, M.S, PrachinBharatiya Kala, Pune

MINOR (Other than Major) – (4 Credit)
HIS3M2 - HISTORY OF MARATHAS: 1630- TO 1761 AD

Course Objectives: The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation of the Maratha rule. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

Course Outcome:

CO1. The student will know the regional history of the country.
CO2. . It will enable the students to understand the inspirations behind the foundation of the Maratha rule.
CO3. The students will examine the information about the leadership and expeditions by the Marathas.
CO4. The students will understand and analyze the policy of Maratha expansionism under Peshwas and its significance in various spheres.

Unit-I

a. Shivaji- Establishment of Hindavi Swaraj

b. Shivaji's Relations with the AdilShahi.

c. Shivaji's Relations with the Mughals.

Unit-II

a. Shivaji's Relations with the Portuguese, Siddi and British's.

b. Shivaji's Coronation- Causes and Significance.

c. Shivaji's Southern Campaign- Causes and Consequences.

Unit-III

a. Sambhaji's Relations with the Portuguese and Siddis.

b. Sambhaji's Relations with the Mughals

c. The Maratha War of Independence

Unit-IV

a. Accession of Shahu as Chhatrapati, Acquisition of Sanads by BalajiVishwanath

b. Peshwa Bajirao I-Expansion of Maratha Power in North and South India

c. Peswa Nanasaheb – Political Achievements, Third Battle of Panipat – Causes and Effects

Books Recommended- (English)

1. Maharashtra in the Age of Shivaji -A.R.Kulkarni
2. Maratha Administration in the 18th Century -T.T.Mahajan
3. The Rise of the Maratha Power -M.G. Ranade
4. History of the Marathas Vol I&II -Grant Duff
5. House of Shivaji -J.N. Sarkar
6. Shivaji and His Times -J.N. Sarkar
7. ShivajiThe Great -Dr. Balkrishna
8. Shivaji – Setu Madhav Pagadi
9. Main Currents in Maratha History -G.S. Sardesai
10. History of the Maratha Navy and Merchantship- B.K. Apte
11. Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) -G.T. Kulkarni
12. The Maratha Supremacy -R.C. Majumdar and V.G. Dighe
13. The Founding of Maratha Freedom -S.R. Sharma
14. Study's in Maratha History -A.R. Kulkarni
15. The Marathas -A.R .Kulkarni
16. New History of the Marathas -G.S. Sardesai
17. Rise of the Peshwas-H.N. Sinha
18. Eighteenth Century Deccan –Setu Madhav Pagadi
19. Glimpses of Maratha Socio-Economic History-K.N.Chitnis
20. Bundelkhand Under the Marathas -B.R. Andhare

Marathi/Hindi

1. Chatrapati Shivaji Raje Yanchi Bakhar-S.N. Joshi(ed.)
2. Shivakaleen Maharashtra -A.R.Kulkarni
3. Marathyancha Itihas- A.R.Kulkarni and G.H.Khare
4. Adnyapatra and Rajnitee -S.N. Joshi and L.M. Bhingare
5. Shri Shivachatrapati -T.J. Shezwalkar
6. Shri Chatrapati Shivaji Maharaj -V.S.Bendre
7. Shivacharitrachi Roopresha -T.J. Shezwalkar
8. Chatrapati Shivaji Maharaj Yanche Charitra–Kekaskar
9. Shree Raja Shiv Chhatrapati - MehendaleGajanan B.
10. Marathi Riyasat (All Volumes) -G.S. Sardesai
11. Peshwa Daftar (All Volumes)
12. Marathyancha Itihas -A. R. Kulkarni and G.H. Khare
13. Panipat 1761 -T.J. Shezwalkar
14. Peshwa- Nizam Sambandh -T.J.Shezwalkar
15. Marathyacha Prashasakiya, Samajikva Arthik Itihas -B.S. Sawant
16. Maratho Ka Naya Itihas- G.S. Sardesai

Open Elective
OE3 (2Credits)
HIS3OE3- SOCIAL REFORMERS IN MODERN MAHARASHTRA
(19th Century to 20th Century)

Course Objectives: The paper is design to understand the ideological contribution of the Great reformers of the Maharashtra, whose thoughts and ideas have transformed the Maharashtra as a progressive state. The student can analyse the circumstances of the changing Maharashtra.

Course Outcome:
CO1: The students will learn about the ideological and social contribution of the great reformers.
CO2: The student will able to analyse the circumstances of the Maharashtra in 19th & 20th C.

UNIT I
(a) Socio-Religious Condition of Maharashtra in the mid-19th Century
(b) Gopal Hari Deshmukh; Justice Mahadev Govind Ranade, Gopal Ganesh Agarkar
(c) Mahatma Jyotirao Phule, Savitribai Phule; Dhondo Keshav Karve

UNIT II
(a) Rajshree Shahu Maharaj, Pandita Ramabai, Kamlatai Hospet
(b) Dr. B. R. Ambedkar; Karmaveer Bhaurao Patil, Dr. Panjabrao Deshmukh
(c) Sant Gadge Baba, Rashtrasant Tukadoji Maharaj; DR. Keshav Hedgewar; Baba Amte

Books Recommended:
1. Social Reformers of Maharashtra, Y.D. Phadke, Silver Jubilee Year Publication, 1985,
2. Social Reformers of Maharashtra, Dr Aniruddha,
3. Social Reformers of Maharashtra, Ankit Keshwani
4. Social Reforms in Maharashtra and V.N. Mandlik, Varsha Shirgaonkar, 2007
5. Maharashtrateel Samajsudharak, Prof. Praful Ashok Tale, Sai Jyoti Publication, 2018
6. Samaj Sudharak, Dr. Sadanand More
7. Social Reformers in Maharashtra, V.V. Kulkarni
8. The Great Indian Social Reformers, Anurag Kumar, Shubhi P{ublication 2019

VSC-3 (2 Credit)

HIS3VSC3 –CULTURAL HERITAGE OF INDIA

Course Objectives: The paper is design to make the students their own cultural roots and Indian culture as a whole. The student will also find the answers for their queries as why India is so different. Thus, they will come to know the unity in diversity.

Course Outcome:

CO1. The student will come to know the Indian Culture. The student will also understand their cultural roots.

CO2. They will examine the origin of Indian Culture.The students will know about the layers of culture in India.

UNIT-I Indian Culture

a. Features of Indian Culture, Significance of Geography on Indian Culture

b. [redacted], Varna-Ashrama, Sanskara, Family and Marriage in India, Festivals.

c. Vedic Religion, Buddhism and Jainism, Indian philosophy – Vedanta and Mimansa

UNIT-II Performing Arts: Music, Dance and Drama

a. Concept of Performing Arts

b. Divisions of Indian classical music: Hindustani and Carnatic, Modern Indian Music and Folk Music

c. Dances of India: Bharatnatyam, Kuchipudi, Kathkali etc

Books Recommended:

1. RomilaThaper – Ancient Indian Social History , Orient Longman Pvt., Ltd.,2010
2. MeenakshiKanna – Cultural History of Medieval India ,Social Science Press , 2007
3. ThilipM.Menon – Cultural History of Modern India , 2012
4. Auboyer.J – Daily Life in Ancient India , 1965
5. Alldin .B.R – The Birth of Indian Civilization, 1968
6. RomilaThaper – The Cultural Past
7. Ashraf K.M. Life and condition of the People of Hindustan, 1200-1500
9. Basham A.L., The Illustrated Cultural History of India, OUP,
10. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
11. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
12. Brown Percy, Indian Architecture (Islamic Period)
13. Deshpande M.N. Care of Cultural Heritage, New Delhi
14. Grover, Satish, The Architecture of India
15. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum

ACTIVITIES:

a) Mandatory:(Training of students in the related skills by the Lecturer, Total 10 Hours)

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on Historical tourism. The teacher shall train the students to identify the sources, authenticate, compile, arrange and judge in a proper order.

2) For Student: Students shall individually visit a place like a Village/Cultural Centre /Religious place / Monument/Organization/Institution or a Historical place and study its history and make observations.

These individual or Group (min 5 students) observations shall be written not exceeding 10-15 pages and submitted to the teacher as Field work/Project work or Report in the given format.

3) Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings & References.

4) Max Marks for Field work/Project work Report: 50

b) Suggested Activities:

1. Training of Students on Historical Tourism
2. Field Report
3. Invited Lectures Presentations on Related Topics by Field Experts.
4. Debates on Interesting Topics
5. Seminars, Group Discussions, Quiz, etc.
6. Preparation of Videos on Historical Sites.
7. Collection of Material/Figures/Photos/Books related to History of a Place in a Systematic way in a file.
8. Visits to Historical Sites, Museums, Monuments etc

*** Evaluation Framework is given on the Last Page.**

SEMESTER- IV
MAJOR MANDATORY-7 (4 Credit)
HIS4MM7 - HISTORY OF MEDIEVAL INDIA:1526 TO 1707 AD

Course Objectives: Students will be able to identify the significant political developments in the History of India during the sulatanate and Mughal period. Outline the changes and continuities in the administration, art, architecture, science and technology, literature, bhakti and Sufi movement. Delineate the development of trade and urban complexes during this period.

Course Outcome:
CO1. Students will be able to identify the significant political developments in the History of India
CO2. The student will know the various Mughal policies.
CO3. The student will learn about the various developments during Mughal period.
CO4. The students will know the transitional changes during the period.

UNIT- I

a. Literary Sources of the Mughal Period.
b. The political Condition of India before Babur's Invasion, Establishment of Mughal Rule in India.
c. Sher Shah Sur – Establishment of Second Afghan Empire and Administrative Reforms.

UNIT- II

a. Mughal Empire - Rajput Policy, Religious Policy.
b. Mughal Empire – North-West Frontier Policy, Central Asia Policy.
c. Mughal Empire - Deccan Policy, Downfall of Mughal Empire.

UNIT- III

a. Mughal Administration and Mansabdari System.
b. Development of Mughal and Regional Paintings, Music.
c. Architecture, Development of Literature.

UNIT- IV

a. Bhakti and Sufi Movements.
b. Social Conditions during Mughal Period.
c. Mughal Period- Trade and Commerce, Science and Technology.

Books Recommended:

1. A History of South India from Pre-historic times to the fall ofVijaynagar (Chennai, Oup, 1983) K.A. Nilkanth Sastri
2. Towards A New Formation, South Indian Society under Vijaynagar Rule (Delhi, Oup. 1992) N. Karashima
3. Medieval Maharashtra (Delhi, Books and Books, 1996) - A.R. Kulkarni
4. Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997) Satish Chandra
5. Rise and Fall of the Mughal Empire (Allahabad, Central Book Depot, 1963) - R.P. Tripathi
6. Madhya Kalin Bharat 1540-1701, Part II (Delhi, Hindi Directorate, 1993) - H.C. Verma
7. Madhya Kalin Bharat 750-1540, Part-1 (Delhi, Hindi Directorate, 1983)-H.C. Verma
8. A.L Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
9. A.L. Srivastva : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
10. B.N.S Yadav: Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
11. B.P. Majumdar, Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
12. Ishwari Prasad : Medieval India (English or Hindi version)
13. J.N Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
14. K.A. Nilkantha Shastri: A History of South India, Oxfortd, 1997
15. K.N Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
16. Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
17. Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
18. R.C.Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
19. R.C.Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
20. R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
21. S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
22. Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
23. Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
24. Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakaskan, 1974
25. Dr. Satish Chandra Mittal: मुखिम शासक तथा भारतीय जनसमाज, Suruchi Prakashan, 2014

MAJOR MANDATORY-8 (2 Credit)

HIS4MM8 -ART AND ARCHITECTURE IN MEDIEVAL INDIA

Course Objectives: The paper intends to strengthen the understanding of cultural history through the study of forms, techniques, and growth of Indian art and architecture. This paper is a continuation of the earlier paper on art and architecture.

Course Outcomes:

CO1. The student will understand the cultural history through the study of forms, techniques, and growth of Indian art and architecture.

CO2. The student will know the regional art and architecture. The student will be able to identify the various styles of art and architecture. The learner will also know Sultanate and Mughal art and architecture.

UNIT-I Northern and Western India: Art and Architecture

a. Paramara; Chandela, Pala-Sena
b. Western Chalukya and Solanki
c. Western Indian Manuscript painting

UNIT-II Sultanate, Mughal and Southern India: Art and Architecture

a. Delhi; Gujarat, Deccan; Malwa; Bengal
b. Fatehpur Sikri, Agra, Delhi; Mughal Painting
c. Chola; Pandya, Hoysala; Vijayanagar, Kakatiya; Nayaka

Books Recommended:

1. Brown, Percy, Indian Architecture (Islamic period), Vol. 2, Bombay, 1964.
2. Brown, Percy, _Monuments of the Mughul Period', Cambridge History of India, Vol.
3. IV,Cambridge, 1937.
4. Brown, Percy, Indian Painting under the Mughals, A.D. 1550-1750, Oxford, 1924.
5. Barett, D. & Gray, B., Paintings of India, Lausanne, 1963.
6. Fergusson, J., History of Indian and Eastern Architecture, Revised by J. Burgess
7. Ashraf K.M. Life and condition of the People of Hindustan, 1200-1500
9. Basham A.L., The Illustrated Cultural History of India, OUP,
10. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
11. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
12. Brown Percy, Indian Architecture (Islamic Period)
13. Deshpande M.N. Care of Cultural Heritage, New Delhi
14. Grover, Satish, The Architecture of India
15. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum

MINOR (Other than Major) – (4 Credit)
HIS4M3 - HISTORY OF INDIA: 1757 TO 1885 AD

Course Objectives: The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

Course Outcome:

CO1. The students will learn about the colonial policies towards Indian states.
CO2. The students will examine the causes and consequences of the revolt of 1857.
CO3. The students will understand the change of power and know about socio-religious, tribal and peasants'movements.
CO4. The students will learn the constitutional developments during British rule.

UNIT- I

a. Establishment of East India Company's Rule - Battle of Plassey and Buxar
b. East India Company's Relation with Marathas.
c. East India Company's Relation with Mysore and Punjab.

UNIT- II

a. Expansion of the Company's Rule with Diplomacy - Subsidiary Alliance and Doctrine of Lapse.
b. Popular Resistance to Company's Rule - Peasant and Tribal Revolts.
c. Revolt of 1857- Causes, Nature and Consequences.

UNIT- III

a. Social-Religious Movements.
b. Growth of Press- English and Indian Languages.
c. Development of Education

UNIT- IV

a. Regulating Act of 1773, Pitts India Act of 1784.
b. Charter Act-1813, 1833, 1853.
c. Government of India Act 1858, Queen's Proclamation, Indian Council's Act of 1861

Books Recommended:

1. A.C Banerjee : The New History of modern India (1707-1947)
2. B.R Grover : A new look on Modern Indian History
3. Chabra, G.S. : Advance History of Modern India
4. D. Kumar : The Cambridge Economic History of India
5. Desai A.R: India's Path of Development
6. Desai, A.R. : Social Background of Indian Nationalism
7. Dutta,K.K : Social History of Modern India.
8. Mishra, B.B : Administrative History of modern India
9. P.J. Marshall : The Eighteenth century in Indian History
10. Ramsay Muir: The making of British India
11. Sarkar Sumit : Modern India
12. Dutta. K.K: Social History of Modern India
13. Desai A.R.: Social background of Indian Nationalism
14. Desai A.R.: India's Path of Development
15. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
16. S.R Mehrotra: The Emergence of Indian National congress
17. Bipan Chandra and Others: Freedom Struggle
18. Singh, G.N : Constitutional Development of India
19. Thomas Metealf : Ideologies of the Raj
20. Thompson & Garret : Rise and Fulfillment of British Rule in India
21. Prasad & Subedar: History of Modern India (English or Hindi)

Open Elective
OE4 (2 Credit)
HIS4OE4 - CONSTITUTIONAL HISTORY OF INDIA :1773 -1947 AD

Course Objectives: The paper is designed for students to make them know the constitutional developments in India. To enrich the knowledge of the students with the form of Government by which they are governed. To incite a deep interest in the preservation of unity, integrity and solidarity of our nation.

Course Outcome:

CO1. The students will understand the constitutional development of India during the British rule.

CO2. The students will understand the development of democratic institutions in India.

Unit -I

a. Regulating Act of 1773; Pitt's India Act of 1784;
b. Charter Acts 1813; 1833; 1853
c. Government of India Act of 1858; Proclamation of Queen Victoria
d. Indian Council's Act of 1861; Indian Council's Act of 1892

Unit -II

a. Morley-Minto Reforms of 1909;
b. Montague-Chelmsford Reforms of 1919
c. Government of India Act of 1935
d. Indian Independence Act of 1947

Recommended Books: (English)

1. Agrawal R.C., Constitutional Development and National Movement in India
2. Desikachari S.V., Readings in Constitutional History of India
3. Gangules N., Constitutional Development in India
4. Gupta D.G., Indian National Movement and Constitutional Development
5. Kapoor A.C. Select Constitutions
6. Mahajan V.D. Constitutional History of India
7. Pylee M.V., Constitutional History of India (1600-2010)
8. Sikri S.L., A Constitutional History of India
9. A. C. Banerjee, The Constitutional History of India (Vol-I) 1600-1858
10. A.C. Banerjee, The Constitutional History of India (Vol-II) 1858-1919
11. B.B. Mishra, Central Administration of the East India Company, (1773-1834)
12. B.B. Mishra, The Administrative History of India (1834-1946)
13. B.B. Mishra, The Judicial Administration of the East India Company in Bengal
14. G.N. Singh, Indian Constitutional and National Development
15. J. K. Mittal, Constituent Assembly of India

SKILL ENHANCEMENT COURSE
HIS4SEC3- TECHNIQUES OF HISTORY WRITING

Course Objectives: Students after successful completion of the course will be able to:

1. Understand the meaning of history, scope and various concepts in historical writings.
2. Identify various historical sources for writing history of a person / event /place/organization/monument/ etc.
3. Understand the different ways to organize sources and interpretation.
4. Learn skills related to choosing and writing of a comprehensive history of a small unit.

Course Outcome:

CO1- Identify various historical sources for writing history

CO2- Learn skills related to choosing and writing of a comprehensive history

Unit:1

a. What is History-Meanings and Scope of History – Generalizations in History – Judgement in History– Hypothesis?

b. Understanding Sources of History -Survey of Sources: Archaeological and Literary Sources-Foreign

c. Travelers Accounts- Oral History- Sources of Contemporary History-Data mining from information Science (Internet/Web Sources)

Unit:2

a. History Writing. Importance and Types of History Writing: Research Papers/Essays/General History/Book Reviews/Biographies/Reports/ Analysis of original works etc.

b. Writing Biographical History. individual, family, organization history - (Ex: Makers of Modern India/ Freedom Fighters /Politicians/ a reputed family and Regional & Local history)

References:

1. E.H. Carr, What is History, Penguin Classic, Reprintin2018.
2. E.H. Carr, What is History (T.M), Hyderabad Book Trust,2016.
3. E. Sreedharan, A Text Book of Historiography, Orient Longman, First Published in 2000, Reprint in2006.
4. Sumit Sarkar, Writing Social History, Oxford University Press,1998.
5. B. Sheikh Ali, History-Its Theory and Method, Laxmi Publications,2019
6. Steven Roger Fischer, History of Writing, Reaktion Books,2021.
7. Amarthya Sen, Argumentative Indian, Writings on Indian History, Culture and identity, Penguin,2006.
8. R.G. Colling Wood, The Idea of History, Oxford University Press, 1994.
9. K. Rajayyan, History in Theory and Method: A Study in Historiography, Raj Publishers,1982.
10. G. P Singh, Ancient Indian Historiography Sources and Interpretations, D.K. Print World Ltd,2003.
11. N.R. Ray, Sources for the History of India, NewDelhi,1978.
12. R.C. Majumdar, HistoriographyinModernIndia:18thand 19th Centuries, Asia PublishingHouse,1970.
13. Rama sundari Mantena, The Origins of Modern Historiography in India: Antiquarianism and Philology,1780-1880, Palgrave and Macmillan, 2012.
14. Web sources suggested by teacher/librarian

ACTIVITIES:

a) Mandatory:(Training of students in the related skills by the Lecturer, Total10 Hours)

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than10 hours on techniques of writing history. The teacher shall train the students to identify the sources, authenticate, compile, arrange and judge in a proper order.

2) For Student: Students shall individually visit a place like a Street/Village/Cultural Centre /Religious

place Monument/Organization/Institution or a Historical place and study its history and make observations.
(or) Study the Biography/achievements of an Inspiring Personality and make observations.
These individual or Group (min 5 students) observations shall be written not exceeding 10-15 pages and submitted to the teacher as Field work/Project work Report in the given format.
3) Suggested Fieldwork/Project work Format:
Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings & References.
4) Max Marks for Field work/Project work Report: 50 -
b) Suggested Activities:
1. Training of Students on Writing History
2. Field Report
3. Invited Lectures Presentations on Related Topics by Field Experts.
4. Debates on Interesting Topics
5. Seminars, Group Discussions, Quiz, etc.
6. Preparation of Videos on Historical Sites.
7. Collection of Material/Figures/Photos/Books related to History of a Place and History writing and organizing them in a Systematic way in a file.
8. Visits to Historical Sites, Museums, Monuments etc

*** Evaluation Framework is given on the Last Page.**

SEMESTER- V

MAJOR MANDATORY -9 (4 Credit)

HIS5MM9 - HISTORY OF INDIA: 1707 TO 1857AD

Course Objectives: The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

Course Outcome:

CO1. The students will trace the India of mid 18th century and know the initial British efforts to establish power.

CO2. The students will learn about the colonial polocies towards indian states.

CO3. The students will examine the causes and consequences of socio-religious, peasant and tribal movements and the revolt of 1857.

CO4. The students will learn the constitutionl developments during British rule.

UNIT- I

d. India in the Mid-18th Century - Political, Social-Economic Conditions.
e. Establishment of East India Company's Rule - Battle of Plassey and Buxar
f. Expansion of the Company's Rule with War - Mysore, Marathas and Punjab.

UNIT- II

a. Expansion of the Company's Rule with Diplomacy - Subsidiary Alliance and Doctrine of Lapse.
b. Economic Policy of East India Company - Dual Government, Land Revenue System.
c. Commercialization of Agriculture, De-Industrialization.

UNIT- III

a. Social-Religious Movements.
b. Popular Resistance to Company's Rule - Peasant and Tribal Revolts.
c. Revolt of 1857- Causes, Nature and Consequences.

UNIT- IV

a. Growth of Press- English and Indian Languages.
b. Regulating Act of 1773, Pitts India Act of 1784.
c. Charter Act-1813, 1833, 1853.

Books Recommended:

1. A.C Banerjee : The New History of modern India (1707-1947)
2. B.R Grover : A new look on Modern Indian History
3. Chabra, G.S. : Advance History of Modern India
4. D. Kumar : The Cambridge Economic History of India
5. Desai A.R: India's Path of Development
6. Desai, A.R. : Social Background of Indian Nationalism
7. Dutta,K.K : Social History of Modern India
8. Prasad & Subedar: History of Modern India (English or Hindi)
9. Mishra, B.B : Administrative History of modern India
10. P.J. Marshall : The Eighteenth century in Indian History
11. Ramsay Muir: The making of British India
12. Sarkar Sumit : Modern India
13. Dutta. K.K: Social History of Modern India
14. Desai A.R.: Social background of Indian Nationalism
15. Desai A.R.: India's Path of Development
16. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
17. S.R Mehrotra: The Emergence of Indian National congress
18. Bipan Chandra and Others: Freedom Struggle
19. Singh, G.N : Constitutional Development of India
20. Thomas Metealf : Ideologies of the Raj
21. Thompson & Garret : Rise and Fulfilment of British Rule in India

MAJOR MANDATORY-10 (4 Credit)

HIS5MM10 - INDIAN NATIONAL MOVEMENT: 1920 TO 1947AD

Course Objectives: The contents of the syllabus are designed to cover core issues pertaining to a vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the national movement in its conceptuality. India's quest for independence and nation-building are interwoven scripts of history, debated most widely at the global level from various angles. Indeed, India's national movement has a vast and divergent ideological base with inner contradictions.

Course Outcome:

CO1. The student will understand the factors leading to the rise of Gandhian Movements and constitutional development in India.
CO2. The student will able to analyse the contribution of Revolutionary's, Peasants, labour movementsand development of Depressed Class movement.
CO3. The student will know about the different movements along with Contribution of Subhas Chandra Bose and significance of INA and RIN to freedem struggle.
CO4. The student will know about the gradual administrative changes that finally led to independence.

UNIT- I

a. Non Cooperation Movement, Simon Commission, Nehru Report.
b. Civil Disobedience Movement, Round Table Conferences.
c. Government of India Act, 1935.

UNIT- II

a. Revolutionary Movement.
b. Peasants and Depressed Class Movements.
c. Labour Movement and Formation of Trade Unions.

UNIT- III

a. Cripps Mission, Quit India Movement- 1942.
b. Subhash Chandra Bose and Indian National Army (INA).
c. INA Trials & RIN Mutiny.

UNIT- IV

a. Wavell Plan, Cabinet Mission.
b. Mountbatten Plan and Independence Act, 1947.
c. Circumstances leading to Partition.

Books Recommended:

1. Ayodhya Singh; Bharat Ka Mukti Sangram
2. B.L. Grover; A New Look on Modern Indian History, S Chand.
3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002
4. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
5. Bipan Chandra: Nationalism and Colonialism.
6. C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990
7. Mushirul Hasan; From Company to the Republic: A story of Modern India
8. Parul Brass; The Politics of India since Independence.
9. R.L. Shukla; Adunik Bharat (ed). Delhi University Hindi Madhyam Kriyanwanyan Nideshalaya. 2012.
10. Ramachandra Guha The Fissured Land.
11. Shekher Bandopadhyya :Plassy to Partation Orient Black Swan(Hindi & English)
12. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
13. Sunder Lal; Bharat mein Angreji Raj 2 vol.(National Book Trust of India)
14. Thomas Metcalf; Ideologies of the Raj.
15. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
16. Paul Brass: The Politics of India since Independence
17. Dutta. K.K: Social History of Modern India
18. Desai A.R.: Social background of Indian Nationalism
19. Desai A.R.: India's Path of Development
20. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
21. Satya Rai: भारत मे उपक्षनवेशवाद और राष्ट्रवाद का उद्य
22. D. Agrow: Moderates and Extremist in the Indian National Movement
23. Sumit Sarkar: आधुक्षनक भारत
24. S.R Mehrotra: The Emergence of Indian National congress
25. Bipan Chandra and Others: Freedom Struggle

OR

MAJOR ELECTIVE-1 (4 Credit)

HIS5ME1 - HISTORY OF THE WORLD CIVILIZATION:(EARLIEST TIMES TO EARLY MEDIEVAL TIMES)

Course Objectives: Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Harappa, Mesopotamia, Greece, China, Maya, Roman and Medieval Europe. They can acquire knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

Course Outcome:

CO1. The student will know the evolution of human society.

CO2. The students will learn about ancient world civilizations.

CO3.The students willlearn about Great world civilizations

CO4. The students will understand the developments in European history.

UNIT- I

a. Harappa Civilization: Extent, Urban Planning, Social and Economic Conditions, Art and Architecture.
b. Egyptian Civilization: Political Development, Art and Architecture.
c. Mesopotamia Civilization- Sumerian and Babylonian: Society, Religion, Law, Architecture, Administration.

UNIT- II

a. Chinese Civilization: Polity, Society, Science and Technology.
b. Maya Civilization: Polity, Society, Art, Religion, Decline.
c. Persian Civilization: Political, Social and Economic Condition.

UNIT- III

a. Greece: Athens and Sparta.
b. Rome Civilization: Expansion, Imperial Age, Roman Republic and Roman law.
c. Rise, Establishment and Growth of Christianity.

UNIT- IV

a. Birth and Expansion of Islam and its impact.
b. Crusades and their impact on Europe.
c. Rise and Growth of European Feudalism and its Decline.

Books Recommended:

1. Arnold J Toynbe: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
2. Childe, V.G.: What happened in History, Penguin Pub, 1967.
3. Durrant Will: an age of Faith, 1950, reprint 1980.
4. Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
5. Frankfart Henri: The Birth of Civilization to the Near East, Indians Uni, Press 1951.
6. Goyal, S.R: *Vishwa Ki Pracheen Sabhyatayen*, Kusumanjali Prakashan, 1963.
7. Ray, U.N.: *Vishwa Sabhyata Ka Itihas*, Lok Bharti Prakashan, 2017.
8. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
9. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
10. Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005
11. Amar Farooqi, Ancient Social Formations (also in Hindi), Delhi, 2001.
12. Antony Andrews, Greek Society, Harmondsworth, 1991.
13. Antony Andrews, The Greeks, London, 1968.
14. Bruce Trigger, et al, Ancient Egypt: A Social History, Cambridge, 1983.
15. D. Rindos, The Origins of Agriculture, New York, 1984.
16. D.R. Harris and G. Hillman, Foraging and Farming, London, 1989.
17. D.T. Potts, Mesopotamian Civilization: the Material Foundation, London, 1997.
18. F. Dahlberg, Women the Gatherer, London, 1981.
19. G. Alfoldy, The Social History of Rome, London, 1985.
20. G. Dalton (ed), Tribal and Peasant Economies, New York, 1967.
21. George, Roux, Ancient Iraq, Third Edition, Harmondsworth, 1992.
22. J. Gledhill, B. Bender, and M.J. Larsen (eds), State and Society, London, 1988.
23. R.F. Wenke and D.J. Olszewski, Patterns in Prehistory: Humankind's First Three Million Years, fifth edition, Oxford, 2007.
24. Radcliff Brown, The Andman Islander, 1922.
25. S. N. Eisenstadt, The Decline of Empires, New Jersey, 1967.
26. V. Gordon Childe, Man Makes Himself, With an Introduction by Sally Green, Bradford-on-Avon, 1981.
27. V. Gordon Childe, What Happened in History, Penguin, 194

MINOR (Other than Major) - (4 Credit)
HIS5M4 - INDIAN FREEDOM STRUGGLE: 1885 to 1947 AD

Course Objectives: The contents of the syllabus are designed to cover core issues pertaining to a vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the national movement in its conceptuality. India's quest for independence and nation-building are interwoven scripts of history, debated most widely at the global level from various angles. Indeed, India's national movement has a vast and divergent ideological base with inner contradictions.

Course Outcome:

CO1. The student will understand the making of Indian constitution and to know the salient features of Indian constitution.
CO2. The student will know the new economic initiatives propagated in independent India.
CO3. The student will critically analyse the international relations of India with its neighbours.
CO4. The students will be enabled to analyse development of democratic culture in the princely states.

UNIT I

(a) Establishment of Indian National Congress and Moderates Politics
(b) Extremists Politics-Lokmanya Tilak; Swadeshi Movement
(c) Revolutionary Movement Phase-I-Birsa Munda; V.D. Sawarkar

UNIT II

(a) Home Rule Movement; Lucknow Pact
(b) Mahatma Gandhi–Early Satyagraha and Non - Cooperation Movement
(c) Civil Disobedience Movement, Round Table Conferences

UNIT III

(a) Revolutionary Movement phase-II; Bhagat Singh; Chandrashekar Azad
(b) Quit India Movement–1942
(c) Subhash Chandra Bose and Indian National Army (INA), INA Trials;

UNIT IV

(a) Cripps Mission, Wavell Plan,
(b) Cabinet Mission Plan, Mountbatten Plan
(c) Independence Act, 1947, Partition of India

Suggested Books

1. Ayodhya Singh; Bharat Ka Mukti Sangram
2. B.L. Grover; A New Look on Modern Indian History, S Chand.
3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002
4. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
5. Bipan Chandra: Nationalism and Colonialism.
6. C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990
7. Francine Frankel; India's Political Economy 1947- 1977.
8. Gail Omvedt; Dalits and Democratic Revolution.
9. K.G. Subramanian; The Living Tradition: Perspectives on Modern Indian Art.
10. Mushirul Hasan; From Company to the Republic: A story of Modern India
11. Parul Brass; The Politics of India since Independence.
12. R.L. Shukla; Adunik Bharat (ed). Delhi Uni. Hindi Madhyam Kriyanwanyan Nideshalaya. 2012.
13. Shekher Bandopadhyya : Plassy to Partition Orient Black Swan(Hindi & English)
14. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
15. Sunder Lal; Bharat mein Angreji Raj 2 vol . (National Book Trust of India)
16. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
17. Paul Brass: The Politics of India since Independence
18. Dutta. K.K: Social History of Modern India
19. Desai A.R.: Social background of Indian Nationalism

20. Desai A.R.: India's Path of Development
21. Satya Rai: भारत मे उपनिवेशवाद और राष्ट्रवाद का उद्य
22. D. Agrow: Moderates and Extremist in the Indian National Movement
23. M.N. Gupta: History of the revolutionary Movement in India
24. Sumit Sarkar: आधुनिक भारत
25. S.R Mehrotra: The Emergence of Indian National congress
26. Bipan Chandra and Others: Freedom Struggle

VSC-4 (2 Credit)

HIS5VSC4 –HERITAGE TOURISM IN MAHARASHTRA

Course Objectives: The Heritage tourism is quite a recent development; focused on combination of activities from conservation, preservation and promotion of historical sites. The paper is designed to make the students know their heritage. The paper will also serve the purpose of making awareness about importance of historical monuments and various tourist places in Maharashtra.

Course Outcome:

CO1. The student will learn about caves, forts, hill stations and palaces of socio religious significance. The students will know the importance of Historical monuments as tourist destination.
CO2. The student will learn about the various cultural tourism in Maharaashtra.

UNIT –I Tourist places

a. Cave monuments: Ajanta, Ellora, Gharapuri; Forts: Raigad, Janjira, Daulatabad, Sitabuldi, Nagardhan
b. Hill Stations, Lakes and Costal Areas: Chikhaldara, Mahabaleshwar, Lonar LakeForest Tourism; Tadoba, Pench;
c. Places of Socio-Religious significance: Pandharpur, Nasik, Ramtek, Markanda, Mozari (Amravati), Sevagram (Wardha)

UNIT –II Cultural Tourism

a. Fairs and Festivals: Ganesh Festival, Nashik KumbhMela, Pola-Marabats Festival, Gokul Ashtami –Dahi Handi Festival
b. Architectural and Memorial monuments: Gate way of India, Chatrapati Shivaji Terminas, Dikshabhumi, Mansar archaeological Site
c. Intangible heritage- Gond Paintings, Paithani Saaris, Kolhapuri Chappals, Powada, Lavani, Bharud

Books Recommended:

1. A Culture of History of India - Basham, A.L. (Ed)
2. The Art and Architecture of India - Rowland, B.
3. Studies in Jaina Art, Banaras - Shah, U.P.
4. Indian Architecture (Buddhist & Hindu) - Brown Percy
5. Cultural Tourism in India-Its Scope and Development -Alchevs, F.Q.
6. Tourist India - Kaul, S.N.
7. Tourism and Hotel Industry in India -Anand M.M.
8. Tourism Development: Principals and practices - Bhatia, A. K.
9. Tourism Development in India -Leela Shelly
10. Tourism Management -Wahab, S.
11. Successful Tourism Planning and Management - Seth, P.N.

SEMESTER- VI

MAJOR MANDATORY-11 (4 Credit)

HIS6MM10 - HISTORY OF INDIA: 1858 TO 1920 AD

Course Objectives: The contents of the syllabus are designed to cover core issues pertaining to a vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the national movement in its conceptuality.

Course Outcome:

CO1. The students will understand the change of power and know about socio-religious, tribal and peasants' movements.

CO2. The students will understand the establishment and growth of Indian National Congress, and the nature of leadership it received under moderates and extremists ideologies. CO3. The students will know the leadership of Lokmanya Tilak and Jinha and the contribution of Revolutionary movement.

CO4. The Students will examine the Colonila Acts and know the early satyagrahas of Mahatma Gandhi.

UNIT- I

a. Betterment of Government of India Act 1858, Queen's Proclamation.
b. Socio-Religious Movements.
c. Peasant and Tribal Revolts.

UNIT- II

a. Rise of Indian Nationalism, Foundation of Local Organization.
b. Establishment Indian National Congress and Moderates Politics.
c. Rise and Growth of Extremists Politics- Swadeshi Movement, Home Rule Movement.

UNIT- III

a. Lokmanya Tilak's Contribution in National Movement.
b. Revolutionary Movement.
c. Muslim League - Ideology and Program.

UNIT- IV

a. Morley-Minto Act, 1909.
b. Montagu-Chelmsford Act, 1919.
c. Mahatma Gandhi- Concept of Satyagrah and Early Satyagrah.

Books Recommended:

1. Ayodhya Singh; Bharat Ka Mukti Sangram
2. B.L. Grover; A New Look on Modern Indian History, S Chand.
3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002
4. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
5. Bipan Chandra: Nationalism and Colonialism.
6. Mushirul Hasan; From Company to the Republic: A story of Modern India
7. Parul Brass; The Politics of India since Independence.
8. R.L. Shukla; Adunik Bharat (ed). Delhi University Hindi Madhyam Kriyanwanyan Nideshalaya. 2012.
9. Ramachandra Guha The Fissured Land.
10. Shekher Bandopadhyya :Plassy to Partation Orient Black Swan(Hindi & English)
11. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
12. Sunder Lal; Bharat mein Angreji Raj 2 vol.(National Book Trust of India)
13. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
14. Paul Brass: The Politics of India since Independence
15. Dutta. K.K: Social History of Modern India
16. Desai A.R.: Social background of Indian Nationalism
17. Desai A.R.: India's Path of Development
18. Satya Rai: भारत मे उपक्षनवेशवाद और राष्ट्र वाद का उद्य
19. D. Agrow: Moderates and Extremist in the Indian National Movement
20. M.N. Gupta: History of the revolutionary Movement in India
21. Sumit Sarkar: आधुक्षनक भारत
22. S.R Mehrotra: The Emergence of Indian National congress
23. Bipan Chandra and Others: Freedom Struggle

OR

MAJOR MANDATORY-12 (4 Credit)

HIS6MM12 - INDIA AFTER INDEPENDENCE: 1948 TO 2010 AD

Course Objectives: The paper is designed to understand the process of integration of Princely state in India, making of Indian constitution and to know the salient features of Indian constitution. It further focuses on the new economic initiatives propagated in independent India. The paper aims to enhance student's knowledge on International relations of India with its neighbours and introduced to establishment of regional political entities. Students are enabled to analyse development of democratic culture in the princely states.

Course Outcome-

CO1. The student will understand the Integration and making of Indian constitution and to know the salient features of Indian constitution.

CO2. The student will know the Political crises and mass movements in India.

CO3. The student will crucially analyse the development in the science and technology, economic, education and agriculture sector.

CO4. The Students will be enabled to analyse Non Align movement and international relations.

UNIT- I

a. Integration of Princely States: Hyderabad, Junagarh and Jammu and Kashmir.
b. Making of the Indian Constitution: Framing of Indian Constitution, Basic Features.
c. Reorganization of the States- Dhar Committee, JVP Committee, Fazal Ali Commission.

UNIT- II

a. Political Crises in State: Tamil Nadu, Assam and Punjab.
b. Social Movements, Women's Movements and Empowerment.
c. J. P. Movement, Emergency- Causes and Consequences.

UNIT- III

a. Development of Science and Technology, Modern Education System and Policies.
b. Indian Economic Development: Industrialization, Liberalization and Globalization.
c. Agriculture Reforms: Bhoodan Movement, Green Revolution.

UNIT- IV

a. Non-Alignment Movement.
b. India- China War- 1962, India-Pakistan War- 1965, 1971 and 1999.
c. Development in Science and Technology.

Books Recommended:

1. Basu, D. D.: Shorter Constitution of India
2. Bipin Chandra Pal: Essay on Contemporary India,
3. Bipin Chandra Pal: India's Struggle for Independence
4. Davies, H.A.: Outline History of the World
5. Fisher, H.A.L: A History of Europe
6. Majumdar, Datta and Ray Chowdhary: Advanced History of India
7. Nanda, B.R., Gandhi: A Biography
8. Nanda, B.R., Jawaharlal Nehru: A Biography
9. Palmer, R.A. and Cotton Joel, A History of Modern World
10. Rao, U. Bhaskar, The Story of Rehabilitation
11. Sarkar, Sumit, Modern India
12. Satyamurti, T.V., India Since Independence
13. Srinivas, M.N.:Social Change in Modern India
14. V.P. Menon: The Story of Integration of the Indian States
15. Ananya Vajpeyi, Righteous Republic: The Political Foundations of Modern India.
16. Arjun Appadurai, Domestic Roots of India's Foreign Policy 1947-1972.
17. Bipan Chandra, et al (ed). India after Independence.
18. Durgadas. India, From Curzon to Nehru and After.
19. Francine Franke, India's Political Economy, 1947-2004.
20. H.K. Jain, The Green Revolution: History Impact and Future.
21. H.V. Hodson (ed.). The Great Divide: Britain, India, Pakistan.
22. J.C. Aggarwal, Landmarks in the History of Modern India Education (7th Edition).
23. Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67.
24. K. Rajan. Indian Economy, The Post Reform Scenario.
25. Morris Jones, W.H., Government and Politics of India, London, 1964.
26. Brahmadeva Mukerjee, Community Development of India.
27. Neera Desai & Usha Thakkar (eds). Women In Indian Society.
28. Paul Brass, The Politics of India Since Independence, 1994.
29. Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India
30. Ramachandra Guha, India After Gandhi: A History (3rd Edition).
31. Rajni Kothari, Politics in India.
32. R.N. Sharma & R.K. Sharma, History of Education in India.
33. Ruchir Sharma, Breakout Nations. In Pursuit of the Next Economic Miracles.
34. R.V. Vaidyanatha Ayyar, History of Education Policymaking in India, 1947 -2016.
35. Shobana, D., et al., Education Systems in India: Issues, Challenges and Problems.
36. Sukhamoy Chakravarty, Development Planning: The Indian Experience.
37. U.R. Ghai, Indian Political System.
38. U.R. Ghai, International Politics Theory and Practice.
39. Sunil Khilnani, The Idea of India.
40. V. Nath, Economic Development and Planning in India.
41. G.N. Singh, Constitutional Development of India

OR

MAJOR ELECTIVE-2 (4 Credit)

HIS6ME2 - HISTORY OF THE WORLD: 13TH CENTURY TO 1805 AD

Course Objectives: To develop the understanding Europe from a theocratic society to modern Nation state system. Renaissance and its aftermaths on European Society, Economy, polity and Culture leading to subsequent development of Nation State and emergence of new ideologies culminating in the form of French Revolution.

Course Outcome:

CO1. The student will understand modern nation state system.
CO2. The learner will know economic developments of modern world.
CO3. The students will examine various revolutions that led to modernization. CO4.
The students will leran the significne of French Revolution.

UNIT- I

a. Europe in the 13th Century and fall of Constantinople.
b. Renaissance: Role of City and States, Art and Architecture.
c. Age of Reformation.

UNIT- II

a. Economic Origins of the Modern World: Rise of Mercantilism and Commercial Revolution.
b. The beginning of Colonialism all over the world.
c. Rise of Absolute Monarchy in Europe: France and Britain.

UNIT- III

a. Scientific Revolution and Agricultural Revolution.
b. Glorious Revolution – 1688.
c. American Revolution – 1776.

UNIT- IV

a. Industrial Revolution.
b. French Revolution – 1789.
c. European Exploitation of Asia.

Books Recommended:

1. Acton (1906): Lectures on Modern History, London, Macmillan and co. Ltd
2. Anderson, M.S.: Europe in the 18th Century
3. Elton G.R: Reformation in Europe
4. Fisher H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode
5. Hayes C.J.H: (1936), A Cultural and Political History of Europe (Vol. I) (1500-1830), London, Macmillan
6. Hazen C.D (1937): A History of Europe in Modern times, Henry holt and company
7. Koleshwar Rai: (1991) पश्चिम का उदय (उत्तर मध्यकालीन युरोप 1453- 1783)
8. Lal Bahadur Verma: (1998), युरोप का इतिहास (पुनजा०गरण से क्राखि तक) नई क्षदल्ली प्रकाशन संस्थान
9. Parthsarthi Gupt: (1983) आधुक्षनक पक्षिम का उदय, नई क्षदल्ली, हिन्दी माध्यम काया०न्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय
10. Phukan Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
11. Scamell, V.: The First Imperial age: European overseas Expansion, 1475-1715
12. Schevil: (1898) History of Modern Europe (Hindi or English), Charles Scribner's sons
13. Singh Heeralal And Ram Vriksh Singh: (2011), आधुक्षनकयुरोपकाइतिहास, इलाहाबाद
14. The Cambridge: Economic History of Europe Vol I to Iv
15. Vimal Inderpal: (1968), आधुक्षनक युरोप(1453- 1789), आगरा लक्ष्मीनारायण अग्रवाल , इलाहाबाद, क्षकताब महल
16. M.S. Anderson, Europe in the 18th Century.
17. Stuart Andrews, Eighteenth century Europe: The 1680's to 1815.
18. H.A.L Fisher, History of Europe: Vol-1.
19. J.R. Hale, Renaissance Europe, 1480-1520.
20. C.J.H. Hayes, A Cultural and Political History of Europe (Vol. I) (1500-1830).
21. C.D.Hazen, A History of Europe in Modern Times.
22. John Merriman, A History of Modern Europe: From the Renaissance to the Present.
23. Meenaxi Phukan, Rise of Modern West, Trinity Press Pvt. Ltd.
24. Ferdinand Schevill, History of Modern Europe.
25. The Cambridge, Economic History of Europe Vol I to IV.

MINOR (Other than Major) – (4 Credit)
HIS6M5 - INDEPENDENT INDIA :1948-2010 AD

Course Objectives: The paper is designed to understand the process of integration of Princely state in India, making of Indian constitution and to know the salient features of Indian constitution. It further focuses on the new economic initiatives propagated in independent India. The paper aims to enhance student's knowledge on international relations of India with its neighbours and introduced to establishment of regional political entities. Students are enabled to analyse development of democratic culture in the princely states.

Course Outcome:

CO1. The student will understand the making of Indian constitution and to know the salient features of Indian constitution.

CO2. The student will know the new economic initiatives propagated in independent India.

CO3. The student will critically analyse the international relations of India with its neighbours.

CO4. The students will be enabled to analyse development of democratic culture in the princely states.

Unit-I

a. Integration of Indian Princely States, Role of Sardar Patel
b. Making of Indian Constitution, Drafting Committee
c. Salient Features of Indian Constitution; Reorganization of States

Unit-II

a. Planning Commission of India
b. Land Reforms; Bhudaan Movement; Green Revolution
c. Industrial Policy; Nationalization of Banks

Unit-III

a. Policy of Non- Alignment – Role of Pt. J. Nehru
b. Liberation of Goa 1961; Sino-War -1962
c. Indo-Pak Wars-1965; 1971;1999

Unit-IV

a. National Emergency-1975; Role of Indira Gandhi
b. Indian Mass Movements-1980-2010
c. Development in Science & Technology

Books Recommended-(English)

1. India after Independence -Bipan Chandra
2. The Politics of India since Independence -Paul Brass
3. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
4. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
5. Economic History of India -V.B.Singh
6. The Economic History of India (Vol I, II) -R.C.Dutt
7. Fifty Years of Modern India -V.D. Mahajan
8. History of Education in Modern India 1757-2007 -S.C.Ghosh
9. In the Shadows of Naga Insurgency- Jelle J.P. Wouters
10. India After Liberalization- BimalJalan

Marathi, Hindi

1. Swantantra Bharatacha Itihas (1947-2000) –SumanVaidya, Shanta Kothekar
2. Azadike Baadka Bharat 1947-2000 -Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee
3. Samkaleen Bharat -Bipan Chandra
4. Bharatiya Shashanaur Rajniti -(ed) Basukinath Chaudhary, Yuvaraj Kumar
5. Adhunik Bharat kaItihas –Dhanpati Pandey

SEMESTER-VII (HONOURS)
MAJOR MANDATORY-13 (4 Credit)
HIS7MM13 - HISTORIOGRAPHY

Course Objectives: The paper is designed to provide a general outline about how history has been written through the ages. It will familiarise the students with the concepts and techniques involved in the practice of history writing over the period in various countries and languages. The paper introduces major thinkers and philosophies in history writing.

Course Outcome:

CO1. The student will understand the meaning; allied and auxiliary subject of history. CO2. The student will understand Western Historiography.
CO3. The student will come to know the Indian Historiography. CO4. The student will learn the different approaches to History.

UNIT-I Introduction

a. Meaning of Historiography
b. Allied and Auxiliary Sciences of History
c. Philosophies of History and Historicism

UNIT-II Western Historiography

a. Greco – Roman: Herodotus, Thucydides.
b. Modern Western Historians : Voltaire, Leopold von Ranke, Hegel
c. Imperialists: James Mill, Vincent Arthur Smith,

UNIT-III Indian Historiography

a. Ancient Indian-Banabhatta ; Medieval Arab Historian-Ibn Kaldun
b. Medieval India : Kalhana, Alberuni, Barani
c. Modern Indian Historians: K.P. Jayaswal, Jadunath Sarkar, D.D. Kosambi

UNIT-IV Approaches to History

a. Marxists : E.P. Thompson, E.H. Carr
b. Annals: Marc Bloch, Ferdinand Braudel; Subaltern-Ranajit Guha.
c. Cambridge Historiography and their interpretation of Indian history.

Books Recommended:

1. A Critical Method in Historical Research and Writing - H.C. Hocket
2. A History of Historical Writing-H.E. Barnes
3. A Text Book of Historiography-Sreedharan
4. Alberuni's India -Dr. Edward C. Sachau
5. Ancient Indian Historical Tradition - F.E. Pargiter
6. Hinduism & Its Sense of History - Arvind Sharma
7. Historians of Medieval India - Peter Hardy
8. Histories and Historiography During the Reign of Akbar–Harbans Mukhia
9. Historiography and Historians of Sultanate Period -Bharti S. Kumar

10. Historiography, Religion and State in Medieval India -Satish Chandra
11. Historiography - N. Jayapalan.
12. Historiography-N. Subramaniah
13. History, Historical Thoughts and Historiography –Aroop Chakravarti
14. History, its Theory and Method-Sheikh Ali
15. Idea of History - R.G. Collingwood
16. Indo-Persian Historiography -Iqtidar Husain Siddiqui
17. Philosophies of History - Robert M. Burns & Hugh Rayment-Pickard
18. Philosophy of History - G. Kuppuram
19. Research Methodology - K.N. Chitnis
20. Research Methodology - Satish Bajaj
21. The Greek and Roman Historians - Timothy E. Duff
22. The Philosophy of History -G.W.F. Hegel
23. The Portable Greek Historians - M.I. Finley
24. The Travels of Ibn Battuta - H.A.R. Gibb
25. Theories of History - Patrick Gardiner
26. What is History-E.H. Carr
27. Understanding Itihasa- Sibesh Bhattacharya

Marathi/Hindi

1. Itihas Tantra Ani Tatvagyan - ShantaKothekar
2. Itihasache Tatvagyan- SadashivAathvale
3. Itihas Lekhan Shastra- Gaikwad,Sardesai,Hanmane
4. Sanshodhakacha Mitra- G.H.Khare
5. Itihas Lekhan - Sreedharan
6. Itihas Lekhan,Avadharna,Vidhayenevam Sadhan -B. K. Shrivastava
7. Bharat Ke PramukhItihaskar -Dr. S.L. Nagori. KantaNagori

MAJOR ELECTIVE-12 (4 Credit)

HIS7MM12 - HISTORY OF MARATHAS-I :1600 TO 1707AD

Course Objectives: The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation of the Maratha rule. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

Course Outcome:

CO1. The student will know the regional history of the country. CO2. The students will know the various sources of Maratha history.

CO3. It will enable the students to understand the inspirations behind the foundation of the Maratha rule.

CO4. The students will examine the information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

UNIT-I

a. Sources of Maratha History-- Bakhars, Adnyapatre, Shakavali
b. Rise of the Marathas
c. Concept of Maharashtra Dharma

UNIT-II

a. Shivaji's Relations with AdilShahi
b. Shivaji's Relations with the Mughals
c. Significance of Shivaji's Coronation

UNIT-III

a. Sambhaji's Relations with the Portuguese
b. Sambhaji's Relations with the Siddis of Janjira
c. Sambhaji's Relations with the Mughals

UNIT-IV

a. The Maratha War of Independence
b. Civil, Judicial administration
c. Military and Naval Administration

Books Recommended:

1. Maharashtra in the Age of Shivaji -A.R.Kulkarni
2. Maratha Administration in the 18th Century -T.T.Mahajan
3. The Rise of the Maratha Power -M.G. Ranade
4. Administrative System of the Marathas -S.N.Sen
5. Military System of the Marathas -S.N.Sen
6. Judicial System of the Marathas -V.T.Gune
7. History of the Marathas Vol I&II -Grant Duff
8. House of Shivaji -J.N. Sarkar
9. Shivaji and His Times -J.N. Sarkar
10. ShivajiThe Great -Dr. Balkrishna

11. Shivaji – Setu Madhav Pagadi
12. Main Currents in Maratha History -G.S. Sardesai
13. History of the Maratha Navy and Merchantship- B.K. Apte
14. Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) -G.T. Kulkarni

Marathi/Hindi

1. Chatrapati Shivaji Raje Yanchi Bakhar-S.N. Joshi(ed.)
2. Arvachin Maharashtra itihas kalatil Rajyakarbharacha Abhyas (1600-80) -S.N. Joshi
3. Shivakaleen Maharashtra -A.R.Kulkarni
4. Marathyancha Itihas- A.R.Kulkarni and G.H.Khare
5. Adnyapatra and Rajnitee -S.N. Joshi and L.M. Bhingare
6. Shri Shivachatrapati -T.J. Shezwalkar
7. Shri Chatrapati Shivaji Maharaj -V.S.Bendre
8. Shivacharitrachi Roopresha -T.J. Shezwalkar
9. Chatrapati Shivaji Maharaj Yanche Charitra–Kekaskar
10. Shree Raja Shiv Chhatrapati - MehendaleGajanan B.

MAJOR MANDATORY-13 (4 Credit)

HIS7MM13 - HISTORY OF MODERN WORLD: 1805 TO 1945AD

Course Objectives: The students will be able to analyze the historical developments in the World between 1805 -1945. As it focuses on the democratic & socialist foundations of modern world. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through the formation of organizations such as the United Nations. **Course Outcome:**

CO1. The students will be able to analyze the historical developments in the World between 1805 - 1945

CO2. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts.

CO3. The student will understand the turbulent times and the growing desire for peace. CO4. The student will examine the causes of crises of world politics.

UNIT- I

a. Counter-Revolution in France- Age of Napoleon Bonaparte.
b. Nationalism in Europe - Unification of Italy and Germany.
c. New Imperialism- Causes and Consequences.

UNIT- II

a. Foreign Policy of Bismarck and Kaiser William-II.
b. First World War- Causes, Course, Consequences, Treaty of Versailles.
c. Chinese Revolution- 1911 Causes, Consequences and Contribution of Dr. Sun Yat-Sen

UNIT- III

a. Russian Revolution- 1917: Causes and Consequences, Lenin's New Economic Policy and Stalin's Five Year Plan.
b. Formation of the League of Nations: Organizations, Achievements & Failures.
c. World Economic Depression of 1929-1932.

UNIT- IV

a. Rise of Nazism in Germany- Internal and Foreign Policy.
b. Growth of Fascism in Italy- Internal and Foreign Policy.
c. Second World War – Causes, Course, Consequences.

Books Recommended:

1. Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)
2. Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) briefoverview
3. Blanning, T.C .W Ed. The Nineteenth Century: Europe 1789-1914 (Short Oxford History of Europe) (2000)
4. Bridge, F.R & Roger bullen. The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)
5. Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)
6. Bury. J.P.T Ed. The new Cambridge Modern History: Vol. 10: The Zenith ofEuropean Power 1830-70 (1964)
7. Cameron, Rondo France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a wide –ranging economic and business History.
8. Crawley, C.W Ed.The New Cambridge Modern History, Vol. 14: Altas (1972)
9. Gooch, G.P History of modern Europe 1878-1919 (1923)
10. Grab, Alexander Napolean and the Transformation of Europe (2003)
11. Hayes C.J.H. A political and Cultural History of Europe, 1830-1839.
12. Hinsley F.H Ed the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)
13. Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
14. Langer, William European Alliances and Alignments 1870-1890 (1950) Advanced history
15. Langer, William The Diplomacy of Imperialism 1890-1902 (1950) advanced History
16. Mason, David S A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700
17. Mowat, RB: A History of European Diplomacy 1815-1914 (1922)
18. New Cambridge modern History (13 vol 1957-79), old but thorough coverage, mostly of Europe, strong on Diplomacy
19. Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
20. Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)
21. Saimi Hannu: 19th Century Europe A cultural History (2008)
22. Sontag, Raymond European Diplomatic history: 1871-1932 (1933) Basic Summary 425pp
23. Steinberg, Jonathan: Bismarck A Life (2011)
24. Taylor AJP: The Struggle for Mastery in Europe 1848-1918 (1954) advancedhistory and analysis of major diplomacy
25. Wesseling, H.L The European Colonial Empire 1815-1919 (2015)
26. Bhatnagar and Gupt: आधुक्षनक युरोपका इतिहास (भाग-2)
27. K.S Lal: आधुक्षनक युरोप का इतिहास (भाग-2)
28. Lal Bahadur Verma: (1998) युरोप का इतिहास (भाग-2) नई क्षदल्ली प्रकाशन संस्थान
29. Parthsarthi Gupta: (1983) आधुक्षनक पक्षिम का उदय, नईक्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय
30. Parthsarthi Gupta: (1983) युरोप का इतिहास, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय
31. James Jole: युरोप 1870 से, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय
32. Parthsarthi Gupta: क्षिटेन का इतिहास, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय

33. Banarasi Prasad Saxena: अमरीका का इतिहास, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय
34. Barzun Jacques from Dawn to Decandence 500 years of western Cultural life : 1500-present New York, Harper Collins 2001
35. Benns F. Lee : Europe Since 1914
36. Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
37. Carsten. F.L (1982) : The Rise of Fascism University of California Press
38. Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II
39. Contemporary History of the World by Edwin Augustus Grosvenor
40. Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830. Cambridge University Press.
41. Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House
42. Doenecke Justus D. Stoler Mark A (2005). Debating Franklin D roosevelt's Foreign
43. Policies. 1933-1945 Rowman & Little field
44. Dunan Marcel Larousse: Encyclopedia of Modern History from 1500 to the Present day, New York Harper & Row, 1964.
45. Duruy V & Grosvenor E.A (1894) History of modern times: From the fall of Constantipole to the French Revolution, New York H Holt and Company
46. FP Walters: A History of the League of Nations (oxford 1965)
47. Gaddis John Lewis (1972) The UNITed States and the Origins of the Cold War, 1941-1947 Columbia University Press
48. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
49. Henry Kitchell Webster : Early European History

MAJOR ELECTIVE-3 (4 Credit)
HIS7ME3 - PEASANT MOVEMENTS IN INDIA: 1757 TO 1947 AD

Course Objectives: The paper is design to sensitize the students with the peasant problems and condition during colonial period. They will also learn how Britishers have exploited them. Some peasant's revolts also have been included as example to make them aware about the nature of anti-peasant administration.

Course Outcome:

CO1. The student will be familiarize with the condition of the peasants.
CO2. The student will be educated about peasant problems.
CO3. The learner will know the exploitative nature of British rule.
CO4. The student will able to identify the causes for the peasant uprisings.

UNIT-I

a. Condition of Agriculture & Agriculturist on the eve of British Conquest of India
b. British and the exploitation of the Peasantry–Pauperisation& De-peasantization,
c. Natural Calamities & its impact,

UNIT-II

a. British efforts for improvement of Irrigation system,
b. Land revenue, Illegal extractions
c. British administrative apparatus versus the peasantry

UNIT-III

a. Landless Labour, Marginal Farmers & Tribal Farmers,
b. Forest Laws of British, Periodic Settlement & woes of the Peasantry
c. Zamindari and ryotwari tenants

UNIT-IV

a. Peasant Unrest in early part of British rule- Forms, Content & results.
b. Pabna, Indigo revolt, Deccan riots, Moplah rebellion.
c. Peasant Movements during Gandhian era

Books Recommended:

1. A.R.Desai, Social Background of Indian Nationalism.
2. Sumit Sarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
3. D. N. Dhanagare, Peasant Movement in India.
4. K.B.Panikar, An Outline of the History of the AITUC.
5. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
6. R. Vlyanovsky, Agrarian India between the World Wars.
7. R.P.Dutt, India Today.
8. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
9. Shirin Mehta, The Peasantry and Nationalism.
10. Shiva Chandra Jha, The Indian Trade Union Movement.
11. Sukomal Sen, Working Class in India.
12. Sunil Sen., Peasant Movement in India.

OR

MAJOR ELECTIVE-3 (4 Credit)

HIS7ME3 - TRIBAL HISTORY OF CENTRAL INDIA: 1200 TO 1800 AD

Course Objectives: India is the home to large number of indigenous people. These indigenous people are known as Tribes in India. They have ruled over the Central India for almost four centuries. This paper is designed to introduce the students with medieval tribal kingdoms i.e. Garha-Mandla, Deogarh, Kherla and Chanda-Garh in Central India. Paper emphasise on achievements and contribution of Gond rulers and community in political and socio-cultural history of Central India.

Course Outcome-

CO1.Students will come to know the Gonds were the dominant rulers of middle India.

CO2. The students with come to know medieval tribal kingdoms.

CO3. Student will know the achievements and contribution of Gond rulers.

CO4. The students will able to analyses the important institutions like revenue, governance, and policies

UNIT- I Gond Dynasty of Garha-Mandla

a. Origin and Historical background of Gond Tribes
b. Rise of Gond power at Garha-Mandla
c. Achievements of Gond kings- Sangram Shah, Rani Durgavati

UNIT-II Gond Dynasty of Deogarh and Kherla

a. Rise of Gond power at Deogarh and Nagpur
b. Rise of Gond power at Kherla --Narsingh Rai
c. Achievements of Gond kings-Jatba, BakhtaBuland Shah

UNIT- III Gond Dynasty of Chanda

a. Rise of Gond power at Sirpur and Ballarpur
b. Gond rulers at Chanda kingdom- Ramshah, Rani Hirai
c. Achievements of Gond kings- Bhim Ballal Shah, Surja Ballal Shah

UNIT- IV- Administration and Art and Architecture of Gonds

a. General administration; Fort administration
b. Revenue administration and Judicial system
c. Gond Art and Architecture

Books Recommended:

1. Gondwana and the Gonds- Indrajeet Singh
2. History of Central Provinces and Berar- J. N.Sil
3. Socio-Cultural History of the Gonds- S.I. Koreti
4. The Highlands of Central India- Forsyth J.
5. The Rajgond Maharajas of Satpura Hills - C. U. Wills
6. The Story of Gondwana - D. D.Chatterton
7. Tribal ascendency in Central India-The Gond kingdom of Garha - Suresh Mishra
8. Gond Kingdom of Chanda-Kedar Nath Thusu

Marathi/Hindi

1. Chandrapurcha Itihas- A.J. Rajurkar
2. Deogadche Gond Raje -Dr B. R. Andhare

3. Deogarhke Gond Rajya -Suresh Mishra
4. Garha- Mandlake Gond Rajvansh- Karuna Mishra
5. Garha-Mandal ke Gond Rajya - Rambarosh Agrawal
6. Gond Lokancha Itihas-Yadhav Madhav Kale
7. Madhya Pradesh Ke Gond Rajya- Suresh Mishra
8. Nagpur PrantachaItihas-YadhavMadhav Kale
9. Shree SuklaAbhinandanGratha-BiyaniBrijlal
10. Veerangana Maharani Durgawati- ShabdvaibhavPrakashan- Dr.Waman Shedmake
11. Warhadcha Itihas-YadhavMadhav Kale

OR

MAJOR ELECTIVE-3 (4 Credit)

HIS7ME3 - ECONOMIC HISTORY OF INDIA: 1757 TO 1857 AD

Course Objectives: The paper is designed to acquaint the student with structural and conceptual changes in Indian economy after coming of the British rule. To make them aware of the exploitative nature of the Britishers. To help them understand the process of internalisation of new economic ideas, principles and practices by natives.

Course Outcome:

CO1. The student will acquaint with the structural and conceptual changes in Indian economy after coming of the British rule.

CO2.They will aware of the exploitative nature of the Britishers.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by natives.

CO4. The students will know the tribal and peasant response to the British rule.

UNIT -I

a. Nature of Rural and Urban Economy in mid-18th Century
b. European Economic Interest in India
c. Commercial Policy of East India Company

UNIT -II

a. Land Revenue Settlements- Permanent Settlement; Ryotwari and Mahalwari
b. Artisans and Industrial Production, Rural Indebtedness
c. Commercialisation of Agriculture, Effects on Indian Agriculture

UNIT -III

a. Policy of De-Industrialisation, Effects on Indian Industry
b. Introduction of Railways and its impact on Indian Economy
c. Changing Nature of Trade

UNIT-IV

a. Foreign Capital Investment in India
b. Nature and forms of resistance
c. Pre-1857-peasant, tribal revolts

Books Recommended:

1. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
2. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
3. Economic History of India -V.B. Singh
4. The Economic History of India (Vol I,II) -R.C. Dutt
5. Economic and Social History of India -S.P. Nanda
6. Economic History of India Ancient to Present -H. Jayapalan
7. History of Freedom Movement in India Vol. IV -Tara Chand
8. Social Background of Indian Nationalism -A.R. Desai
9. Modern India –Sumit Sarkar
10. Railways in Modern India -Ian J. Ker.(ed)
11. The Economic History of India 1600-1800 -Radhakant Mukherjee

Marathi/Hindi

12. Adhunik Bharatka Arthik Itihas- Shreedhar Pandey
13. Bharat KaArthik Itihas -Agnes Thakur
14. Adhunik Bharat kaArthikItihas -Girish Mishra

RM (4 Credit)

HIS7RM1 – RESEARCH METHODOLOGY

Course Objectives: The paper deals with the meaning, scope and importance of historical methods and the traditional history writing. It also analyses the historicity of source materials and the use. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to history writing.

Course Outcome- Students will be able to

CO1. The learner will understand the meaning; definition and type of research.

CO2. The student will learn preliminary operations.

CO3. The student will learn the synthetic operations.

CO4. The student will know the challenges of writing objective history, uses and ethics of history writing.

UNIT-I

a. History: Nature, Scope and Value – Social Necessity of History

b. Meaning of Research; Definition, Objectives of Research, Nature, Limitations

c. Types of research: Descriptive; Analytical; Applied, Fundamental; Qualitative and Quantitative; Conceptual; Empirical etc

UNIT-II

a. Preliminary Operations – Choice of Subject; Research Plan, working hypothesis,

b. Methods of data Collection-Reference; Interview, Survey, Questionnaires Primary and Secondary Sources

c. Analytical Operations- Review of literature; Internal and external criticism

UNIT- III

a. Synthetic Operation –Causation; Generalization, Formulation of final argument

b. Concluding Operations- Report writing; Logical arrangement of chapters; Bibliography ;Footnotes ;Endnotes; References and appendices

c. Style- APA; Plagiarism

UNIT- IV

a. Challenges of Objectivity; Historicism

b. Oral History; Local History; Regional History

c. Uses of History; Ethics in Research

Books Recommended:

1. R.J. Shafer, A Guide to Historical Method, Dorsey Press, 1983
2. Marc Bloch, The Historian's Craft, Manchester University Press, 2004
3. The Modern Research - Barzon Jacques and Henry Graff
4. E.H. Carr, What is History, Penguin 2008
5. G.N. Renier, History: Its purpose and Method, Allen and Unwin, 1961
6. E. Sreedharan, A Manual of Historical Research Methodology, Trivandrum, 2007
7. L.Cohen and E. Nagel, Introduction to Logic and Scientific Method, Simon Publication, 2002
8. Willium Goode and Paul Hatt, The Methods of Social Research, McGraw Hill, 1952
9. Michel De Certeau, The writing of History, Columbia University Press, 1988
10. Kate Turabian, A Manual for the Writers of Research Papers, thesis Dissertations, University of Chicago Press, 2013

11. LudmillaJordanova, History in Practice, Bloomsbury, 2006
12. Keith Jenkins, Refiguring History, 2003
13. Aron V Cicourel, ed., Advances in Social Theory and Methodology, Routledge, 2014
14. Chitnis K.N. Research Methodology in History
15. Collingwood R.G. The Idea of History
16. Galbraith V.H. The Historian -
17. Kothari C.R., Research Methodology, Methods and Techniques
18. Shaikh Ali, History: it's Theory and Methods
19. Thakur Devendra, Research Methodology in Social science -

Marathi/ Hindi

1. इक्षतहासाचे तत्वज्ञान – सदाक्षशव आठवले
2. संशोधन पद्धतीशास्त्र व तंत्र – प्रदीप आगलावे
3. शास्त्रीय संशोधनपद्धती – हाडेबीम.
4. इतिहासलेिनशास्त्र – गायकवाड, हनमतेसरदेसाई
5. इतिहासतंत्र आक्षण तत्वज्ञान – शांता कोठेकर
6. इतिहासशास्त्र : संशोधन, लेिनपरंपरावअध्यायन- देवप्रभाकर
7. इतिहास अध्यापनपद्धती व तंत्र – पत्कीश्री. ना.
8. इतिहासलेिनशास्त्र –राजडेरकार सुहास
9. इतिहासलेिनशास्त्र – सातभाई श्रीक्षनवास
10. इक्षतहासाचे तत्वज्ञान – डॉ. प्रशांत देशमुि

SEMESTER-VIII (HONOURS)
MAJOR MANDATORY-14 (4 Credit)
HIS8MM14 - TRENDS AND THEORIES OF HISTORY

Course Objectives: The paper is designed to provide a general outline about how history is written in modern and contemporary times. It attempts to elaborate on the various established theories in history subject. The paper introduces some of the renowned historians of the times to the students so that they can discuss various facets in history writing.

Course Outcome:

CO1. The student will know a general outline about how history is written in modern and contemporary times.

CO2. The students will know the various established theories in history subject.

CO3. The student will examine the ideologies of renowned historians of the times.

CO4. The students will understand the various facets in history writing.

UNIT –I Modern Approaches to History

a. Positivism
b. Annals
c. Post-Modernism

UNIT –II Trends During Colonial Period in India

a. Orientalist Historiography
b. Imperialist Historiography
c. Nationalist Historiography

UNIT –III Trends in post-colonial period

a. Marxist Historiography in India
b. Dalit Historiography
c. Tribal Historiography

UNIT–IV Recent Trends in Historiography

a. Ecological Historiography- Ramchandra Guha & Madhav Gadgil
b. Business Historiography- Tirthankar Roy
c. Feminist Historiography in India- Uma Chakrvarti

Books Recommended:

1. A Business History of India: Enterprise and the Emergence of Capitalism from 1700- Tirthankar Roy
2. A textbook of Historiography- E. Sreedharan
3. An Introduction to Indian Historiography -A.K.Warder
4. Beginning Postmodernism- Tin Woods
5. French Historical Method- Traian Stoianovich.
6. Global History of Modern Historiography- George G. Iggers & Edward Wang.
7. Historians and Historiography in Modern India -S.P.Sen (ed)
8. History, its Theory and Method-Sheikh Ali
9. India in the World Economy: From Antiquity to the Present - Tirthankar Roy
10. On Historiography -S.R. Tikekar
11. On History- Eric Hobsbawm

12. On History- FernanadBraudel
13. Power/Knowledge- Michel Focault.
14. Recent Trends in Historiography- Satish K. Bajaj
15. Research Methodology in History -T.R. Sharma
16. Rethinking Economic Change in India: Labour and Livelihood- Tirthankar Roy Gendering Caste: Through A Feminist Lens (Theorizing Feminism)- Uma Chakrvarti
17. Rewriting History: The Life and Times of Pandita Ramabai- Uma Chakrvarti
18. The archaeology of Knowledge- Michel Focault
19. The East India Company: The World's Most Powerful Corporation- Tirthankar Roy
20. The Economic History of India, 1857–2010- Tirthankar Roy
21. The French Historical Revolution- Peter Burke
22. The Historian's Craft- Marc Bloch
23. Postmodernism for Historians- Callum G. Brown

Marathi/ Hindi

1. Itihas Mhanaje Kay -E.H.Carr
2. Itihasek Shastra - PrabhakarDeo
3. Itihas Lekhan Shastra -B.N. Sardesai
4. Itihas Tantraani Tatvagyan –Shanta Kothekar
5. Itihas Darshan-Parmanand Singh
6. Itihas Kya Hai -E.H.Carr

MAJOR MANDATORY-15 (4 Credit)
HIS8MM15 - HISTORY OF MARATHAS-II :1707 TO 1818 AD

Course Objectives: The purpose of the paper is to study the administrative system of the Marathas in an analytical way, to acquaint the student with the nature of Maratha polity, to understand basic components of the Maratha administrative structure. The course intends to study the role played by the Marathas in the context of India, the changing nature of Maratha State, to understand and analyse the policy of Maratha expansionism under Peshwas and its significance in various spheres.

Course Outcome-

CO1. The student will be able to analyse the administrative system of the Marathas to acquaint the student with the nature of Maratha polity,

CO2. The student will understand the basic components of the Maratha administrative structure.

CO3. The students will know the role played by the Marathas in the context of India, the changing nature of Maratha State.

CO4. The students will understand and analyse the policy of Maratha expansionism under Peshwas and its significance in various spheres.

UNIT-I

a. Accession of Shahu as Chhatrapati
b. Acquisition of Sanads by Balaji Vishwanath
c. Peshwa Bajirao I-Expansion of Maratha Power in North India

UNIT-II

a. Third Battle of Panipat –Causes and Effects
b. Peshwa Madharrao I, Restoration of Maratha Power in North India
c. Anglo- Maratha Wars, Downfall of the Maratha Power

UNIT-III

a. Nature of Maratha Confederacy
b. Civil and Judicial Administration
c. Military Administration

UNIT-IV

a. Trade and Commerce
b. Social and Economic Conditions
c. Art and Architecture

Books Recommended:

1. The Maratha Supremacy -R.C. Majumdar and V.G. Dighe
2. The Founding of Maratha Freedom -S.R. Sharma
3. Study's in Maratha History -A.R. Kulkarni
4. The Marathas -A.R. Kulkarni
5. New History of the Marathas -G.S. Sardesai
6. Rise of the Peshwas-H.N. Sinha
7. Eighteenth Century Deccan –Setu Madhav Pagadi
8. Glimpses of Maratha Socio-Economic History-K.N. Chitnis
9. Peshwa Madhavrao I -Bannerjee
10. Bundelkhand Under the Marathas -B.R. Andhare

11. Maratha Architecture -Mate

Marathi, Hindi

1. Marathi Riyasat (All Volumes) -G.S.Sardesai
2. Peshwa Daftar (All Volumes)
3. Marathyancha Itihas -A. R. Kulkarni and G.H. Khare
4. Panipat 1761 -T.J. Shezwalkar
5. Peshwa- Nizam Sambandh -T.J.Shezwalkar
6. Marathyacha Samajik, Arthikva Sanasritik Itihas-B.N. Sardesai
7. Akhercha Peshwa -SumanVaidya
8. Marathyacha Prashasakiya, Samajikva Arthik Itihas -B.S.Sawant
9. Marathekaleen Sansthava Vichar -Gaekwad, Hanmane, Sardesai,Thorat
10. Maratho Ka Naya Itihas- G.S.Sardesai

MAJOR MANDATORY-16 (4 Credit)

HIS8MM16 - HISTORY OF MODERN WORLD: 1945 TO 2000 AD

Course Objectives: This course seeks to delineate some important aspects of the twentieth-century world highlighting the impact of a shift from Eurocentric to ideologically polarized Super Power centric politics. It thus focuses on world politics in the post-war period that saw a new type of war as manifested in the Cold War. Students will also get to know how nationalism, a core issue of 20th-century contemporary world history, triggered national liberation movements that saw the emergence of the Third World on the one hand as well as the end of the Cold War on the other- culminating in the rise of a unipolar world system.

Course Outcomes:

CO1. The students will learn world politics in the post war period.

CO2. The students will get to know how nationalism triggard national libration movements.

CO3. The students will understand from Eurocentric to ideologically polarized Super Power centric politics.

CO4. The learner will know the world wide human concerns.

UNIT- I

a. United Nation Organization (U.N.O.) - Structure, Achievements and Failures.
b. Decolonization in Asia and Africa- Causes, Consequences.
c. Cold War- Causes, Growth and Major Crises.

UNIT- II

a. NATO, SEATO, Warsaw Pact- Structure, Objectives and Implications.
b. Establishment of Israel, Arab - Israel Conflict.
c. European Union- History, Formation, Structure and Objectives.

UNIT- III

a. Afro-Asian Movement: Bandung Conference and Non-Alignment Movement.
b. Reforms of Gorbachev in USSR and Disintegration of Socialist Block- Causes and Consequences.
c. United States of America (U.S.A.) - Unipolar Power.

UNIT- IV

a. The Apartheid Movement in South Africa.
b. Human Rights and Civil Rights Movement.
c. Globalization and its Impact.

Books Recommended:

1. The USA in World Politics: Truman Doctrine, Marshall Plan, NATO.
2. The USSR in World Politics: Molotov Plan, COMECON, Sovietisation of Eastern Europe, Berlin Blockade, Warsaw Pact.
3. Manifestation of Cold War: The Korean Crisis, end of French Colonial rule in IndoChina and the Vietnam War, Cuban Missile Crisis

4. Impact of the emergence of Peoples' Republic of China on World Politics: Sino-Soviet and Sino –USA relations (1950's-1970's)
5. Emergence of Independent Nations in Asia and Africa: Algeria, Kenya Bangladesh.
6. West Asian Crisis: Birth of Israel, Arab-Israel conflict(1948-1973)Camp David Accord(1978).
7. Protest Politics: Civil Rights Movement and Second Wave Feminist Movement in the USA, End of Anti-Apartheid Movement in South Africa (1994).

8. Asa Briggs and Patricia Clavin, Modern Europe 1789 – Present, Delhi, 2009.
9. Andreas Wenger and Doron Zimmermann, International Relations From the Cold War to the Globalized World, New Delhi, 2010.
10. David Raynolds, One world divisible: A global history since 1945. New York, 2000
11. Edward Crankshaw, The New Cold War : Moscow vs. Peking, Penguin Books, 1963.
12. Issac Dentscher, Russia, China, and the West, Penguin Books, 1949.
13. Eric Hobsbawm, The Age of Extremes : The Short Twentieth Century, London, 1994.
14. Eric Hobsbawm, Globalisation, Democracy and Terrorism, London, 2007.
15. Henry Heller, The Cold War and the New Imperialism, New York, 2007.
16. John Merriman, A History of Modern Europe From Renaissance to the Present, London, 1996.
17. Joseph E. Stiglitz, Globalization and its discontents. Penguin 2002
18. Kathleen A. Laughlin and Jacqueline L. Castledine, Breaking the wave : women, their organizations, and feminism, 1945-1985 New York : Routledge, 2011.
19. Mark Newman , The Civil Rights Movement , Edinburgh University Press, 2004
20. Norman Lowe, Mastering Modern World History, Hampshire, Palgrave Macmillan 2013.
21. Peter Calvocoressi, World Politics 1945 – 2000, New Delhi, 2006.
22. P. Eric Louw, The Rise, Fall, and Legacy of Apartheid, Praeger, 2004
23. Ryan M. Irwin Gordian Knot: Apartheid and the Unmaking of the Liberal World Order, Oxford University Press, 2012
24. Wayne C. Mcwilliam and Harry Piotrowsky, The World since 1945: A History of International Relations, New Delhi, 2018.
25. Wini Breines, Trouble Between Us: an Uneasy History of White and Black Women in the Feminist Movement New York : Oxford University Press, 2006.

MAJOR ELECTIVE-4 (4 Credit)
HIS8ME4 - LABOUR MOVEMENTS IN MODERN INDIA: 1757 TO 1947 AD

Course Objectives: The paper is designed to make aware the students about the origin of industries, capital class and the labours in India. The paper will also reveal the exploitative nature of the British rule. It will also convey the need of labour movements and subsequent legal changes occurred. The paper will also explain labours participation in the National movements and their contribution in freedom struggle.

Course Outcome:

CO1. The students will know the origin and development of labour class and their movement.
CO2. The students will understand the conditions and position of the labours.
CO3. The students will examine the causes of Labours participation in National Movement.
CO4. The learner will know that how labours were exploited by the British.

UNIT- 1

a. Labour Movement -- Different Perspectives and their limitations-Sources of the history of Labour Movement.
b. Industrial development in India and Beginning of the Capitalist Class and Working Class.
c. Working Class Movement.

UNIT-II

a. Early Trade union activities in India – Formation of individual trade unions,
b. Bombay Workers strike in 1908
c. October Revolution & Trade union Movement in India, Efforts to unite Workers & Peasants in radical Political Organisation – Bombay, Calcutta, Madras & Kanpur.

UNIT- III

a. Formation of AITUC; Labour Movement in 1920; Industrial Labour in Non-Cooperation Movement, 1920-22
b. Great Economic Depression & its impact; 1929-Congress Socialist Party and Labour Movement, 1934-39
c. Meerut Conspiracy Case, Left in Trade Union Movement; Labour participation in Civil Disobedience Movement, 1930-34

UNIT- IV

a. Split in AITUC & Formation of RTUC, Formation of Trade Union affiliations to Congress
b. Trade Union Movement before and during Second World War
c. Labour Participation in Quit India Movement, RIN Strike 46- 47

Books Recommended:

1. Basu, Deepika.,The Working Class in Bengal: Formative Years, Calcutta, 1993.
2. Chandra Bipan,Colonialism and Nationalism in India, New Delhi, 1979.

3. Chattergi, Rakhahari.,Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984.
4. Gadgil, D.R., The Industrial Evolution of India in Recent Times 1860-1939, Bombay, 1971.
5. Gerschenkron, A.,Economic Backwardness in Historical Perspective, Harward University Press, 1976.
6. Gupta, Ranajit Das., Labour and Working Class in Eastern India: Studies in Colonial History, Calcutta, 1994.
7. Habib, Irfan.,Essays in Indian History: Towards a Marxist Perception, New Delhi, 1995.
8. Karnik, V.B., Indian Trade Unions; A Survey, Bombay, 1968.
9. Strikes in India, Bombay, 1968.
10. Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad, 1957.
11. Mathur, J.S., Indian Working Class Movement, Allahabad, 1964.
12. Newman, Richard.,Workers and Unions in Bombay, 1918-1929, Canberra, 1981.
13. A.R.Desai, Social Background of Indian Nationalism.
14. SumitSarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
15. D. N. Dhanagare, Peasant Movement in India.
16. K.B.Panikar, An Outline of the History of the AITUC.
17. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
18. R. Vlyanovsky, Agrarian India between the World Wars.
19. R.P.Dutt, India Today.
20. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
21. Shirin Mehta, The Peasantry and Nationalism.
22. Shiva Chandra Jha, The Indian Trade Union Movement.
23. SukomalSen, Working Class in India.
24. Sunil Sen., Peasant Movement in India.

OR

MAJOR ELECTIVE-4 (4 Credit)

HIS8ME4 - TRIBAL REVOLTS IN INDIA: 1757 TO 1947 AD

Course Objectives: The paper is designed to introduce contribution of Tribal communities in nation building to students. The paper emphasise on different tribal revolts that took place in India prior to independence. It further explains the British policies towards tribes and discusses causes and consequences of Tribal revolts in India.

Course Outcome-

CO1. The student will know the tribals and their previous livelihood.

CO2. The students will know contribution of Tribal communities in nation building

CO3. The students will know the different tribal revolts that took place in India.

CO4. Students will understand the British policies towards tribes and can examine the causes and consequences of Tribal revolts in India.

UNIT-I Tribals and their early struggles

a. Tribals and their History
b. Tribal settlement, Land and forest and their life
c. Land and Forest policies of British

UNIT-II Land and Forest based Movements-Causes and impact

a. Halba Revolt (1774-79),The Bhumji Revolt(1832-33)
b. Santhal Hul Revolt (1855-57), Khond Rebellion (1850)
c. Bhil Revolt (1857-58), Birsa Munda Revolt (1895-1900)

UNIT-III Identity and Culture based Movements-causes and impact

a. Muria Revolt (1876), Bhumkal Baster Revolt (1910)
b. Gond and Kolam Revolt (1941)
c. MahadeoKoli Revolt (1828-50); Warli Revolt (1947)

UNIT-IV British and Tribal Leadership

a. Tribes during 1857- Raja Shankar Shah &Raghunath Shah; Surendrasay
b. Tribes during National Movements-Jungle Satyagraha; Warli Revolt (1945)
c. Baburao Shedmake;Tantia Bhil, Rani Gaidinliu

Books Recommended:

1. State, Society and Tribes, Issues in Post-Colonial India- Virginius Xaxa
2. Insurgency and Counter Insurgency-V. K. Anank
3. Social Movements in India -(Ed.) Burman, B.K.Roy
4. The History of Indian Revolt- Richard burton
5. Civil disturbances during British Rule in India (1765-1875)- S.B. Choudhari
6. Civil Rebellions in the Indian mutinies (1875-59) - S.B. Choudhari
7. History of Santhal Revolt –Digambar Chakravarti
8. Anti-British Plots and movements before 1857- K.K.Datta
9. The Santhal Insurrection - K.K. Datta
10. Rebellious Prophets-A study of Messianic movements in Indian Religions- Stephen Fuchs
11. Peasant Movements in Colonial India- S. Henninggham

12. History of Santhal Rebellion of 1855- W.W. Hunter
13. Kol Insurrection in Chota Nagpur- J.C. Jha
14. The Revolt of Chota Nagpur- J.C. Jha
15. Tribal Revolts in India under British Raj- L.P. Mathur
16. History of Freedom Movement in Madhya Pradesh- D.P. Mishra
17. Tribal Movements and political history of India- D.M. Praharaj
18. Tribal Revolts- Rajhavaiah
19. Munda's and their country- S.C. Roy
20. The Dust-Storm and the Hanging Mist- K.S. Sinha
21. Tribal Revolts- B.K. Sharma
22. Tribal Freedom Fighters of India- Publication Division, Govt of India
23. Social movements in Tribal India- S.N. Choudhary
24. Bhumkal-The Tribal Revolt in Bastar- Hira Singh
25. Adivasis and the raj- Sanjukta Das Gupta
26. Tribal Movements in IndiaVol I & II - (ed) K.S. Singh
27. Bharat Ke AdivasiVidroh- Suresh Mishra
28. The Great Tribal Warriors of Bharat, Tushin Sinha

OR

MAJOR ELECTIVE-4 (4 Credit)

HIS8ME4 - ECONOMIC HISTORY OF INDIA: 1858 TO 1947 AD

Course Objectives: The paper is designed to acquaint the student with structural and conceptual changes in economy in British India. The paper will make them aware of the exploitative nature of the British rule and to help them understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts. The paper also highlights a particular aspect of economic history and intends to make the student aware of the emergence of entrepreneurship and business institutions in India.

Course Outcome:

CO1.The student will acquaint with the structural and conceptual changes in economy in British India.

CO2. The student will know the exploitative nature of the British rule.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts.

CO4. The student will be aware of the emergence of entrepreneurship and business institutions in India.

UNIT-I

a. Agricultural Policy
b. Famine Policy
c. Growth of Industries- Cotton, Jute, Iron and Steel

UNIT-II

a. Emergence of Working Class
b. Trade Union Movement
c. Labour Legislations

UNIT-III

a. Nature of External Trade
b. Capital and Capital Class
c. Drain of Wealth

UNIT-IV

a. Main Trends in the Movement of Prices
b. Population Growth—trends
c. Movement of National Income

Books Recommended:

1. Famines in Colonial India -Brahamanand
2. Economic History of Modern India -Girish Mishra
3. Socio, Cultural and Economic History of India -S.C.Raychaudhari
4. The Economic History of India -Tirthankar Roy
5. Indian Economy -Dutt and Sundaram

6. Indian Economics -Jather and Beri
7. India Today -Rajani Palme Dutt

Marathi, Hindi

1. Bharat ka Arthik Itihas- Agnes Thakur
2. Adhunik Bharat ka ArthikItihas –DhanpatiPandey
3. Adhunik Bharat ka Arthik Itihas-Girish Mishra

SEMESTER-VII (RESEARCH)
MAJOR MANDATORY-11 (4 Credit)

HIS7MM11 - HISTORIOGRAPHY

Course Objectives: The paper is designed to provide a general outline about how history has been written through the ages. It will familiarise the students with the concepts and techniques involved in the practice of history writing over the period in various countries and languages. The paper introduces major thinkers and philosophies in history writing.

Course Outcome:

CO1. The student will understand the meaning; allied and auxiliary subject of history. CO2. The student will understand Western Historiography.
CO3. The student will come to know the Indian Historiography. CO4. The student will learn the different approaches to History.

UNIT-I Introduction

a. Meaning of Historiography
b. Allied and Auxiliary Sciences of History
c. Philosophies of History and Historicism

UNIT-II Western Historiography

a. Greco – Roman: Herodotus, Thucydides.
b. Modern Western Historians : Voltaire, Leopold von Ranke, Hegel
c. Imperialists: James Mill, Vincent Arthur Smith,

UNIT-III Indian Historiography

a. Ancient Indian-Banabhatta ; Medieval Arab Historian-Ibn Kaldun
b. Medieval India : Kalhana, Alberuni, Barani
c. Modern Indian Historians: K.P. Jayaswal, Jadunath Sarkar, D.D. Kosambi

UNIT-IV Approaches to History

a. Marxists : E.P. Thompson, E.H. Carr
b. Annals: Marc Bloch, Ferdinand Braudel; Subaltern-Ranajit Guha.
c. Cambridge Historiography and their interpretation of Indian history.

Books Recommended:

1. A Critical Method in Historical Research and Writing - H.C. Hocket
2. A History of Historical Writing-H.E. Barnes
3. A Study of History-Gardiner Patrick
4. A Text Book of Historiography-Sreedharan
5. Alberuni's India -Dr. Edward C. Sachau
6. Ancient Indian Historical Tradition - F.E. Pargiter
7. Hinduism & Its Sense of History - Arvind Sharma
8. Historians of Medieval India - Peter Hardy
9. Histories and Historiography During the Reign of Akbar–Harbans Mukhia
10. Historiography and Historians of Sultanate Period -Bharti S. Kumar

11. Historiography, Religion and State in Medieval India -Satish Chandra
12. Historiography - N. Jayapalan.
13. Historiography-N. Subramaniah
14. History, Historical Thoughts and Historiography –Aroop Chakravarti
15. History, its Theory and Method-Sheikh Ali
16. Idea of History - R.G. Collingwood
19. Indo-Persian Historiography -Iqtidar Husain Siddiqui
20. Philosophy of History - G. Kuppuram
21. Research Methodology - K.N. Chitnis
22. Research Methodology - Satish Bajaj
23. The Greek and Roman Historians - Timothy E. Duff
24. The Philosophy of History -G.W.F. Hegel
25. The Portable Greek Historians - M.I. Finley
26. The Travels of Ibn Battuta - H.A.R. Gibb
27. Theories of History - Patrick Gardiner
28. What is History-E.H.Carr
29. Understanding Itihasa- Sibesh Bhattacharya

Marathi/Hindi

1. Itihas Tantra Ani Tatvagyan - ShantaKothekar
2. Itihasache Tatvagyan- SadashivAathvale
3. Itihas Lekhan Shastra- Gaikwad,Sardesai,Hanmane
4. Sanshodhakacha Mitra- G.H.Khare
5. Itihas Lekhan - Sreedharan
6. Itihas Lekhan,Avadharna,Vidhayenevam Sadhan -B. K. Shrivastava
7. Bharat Ke PramukhItihaskar -Dr. S.L. Nagori. KantaNagori

MAJOR MANDATORY-12 (4 Credit)

HIS7MM12 - HISTORY OF MODERN WORLD: 1805 TO 1945AD

Course Objectives: The students will be able to analyze the historical developments in the World between 1805 -1945. As it focuses on the democratic & socialist foundations of modern world. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through the formation of organizations such as the United Nations. **Course Outcomes**:

CO1. The students will be able to analyze the historical developments in the World between 1805 - 1945

CO2. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts.

CO3. The student will understand the turbulent times and the growing desire for peace. CO4. The student will examine the causes of crises of world politics.

UNIT- I

a. Counter-Revolution in France- Age of Napoleon Bonaparte.
b. Nationalism in Europe - Unification of Italy and Germany.
c. New Imperialism- Causes and Consequences.

UNIT- II

a. Foreign Policy of Bismarck and Kaiser William-II.
b. First World War- Causes, Course, Consequences, Treaty of Versailles.
c. Chinese Revolution- 1911 Causes, Consequences and Contribution of Dr. Sun Yat-Sen

UNIT- III

a. Russian Revolution- 1917: Causes and Consequences, Lenin's New Economic Policy and Stalin's Five Year Plan.
b. Formation of the League of Nations: Organizations, Achievements & Failures.
c. World Economic Depression of 1929-1932.

UNIT- IV

a. Rise of Nazism in Germany- Internal and Foreign Policy.
b. Growth of Fascism in Italy- Internal and Foreign Policy.
c. Second World War – Causes, Course, Consequences.

Books Recommended:

1. Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)
2. Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) brief overview

3. Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)
4. Bury. J.P.T Ed. The new Cambridge Modern History: Vol. 10: The Zenith ofEuropean Power 1830-70 (1964)
5. Crawley, C.W Ed.The New Cambridge Modern History, Vol. 14: Altas (1972)
6. Evans, Richard j The Pursuit of power Europe 1815-1914 (2015)
7. Gildea, Robert Barricades and Boders: europe 1800-1914 (3rd Ed. 2003)
8. Gooch, G.P History of modern Europe 1878-1919 (1923)
9. Grab, Alexander Napolean and the Transformation of Europe (2003)
10. Grant & Temperley: Europe in the Ninteenth and twentieth century's.
11. Hayes C.J.H. A political and Cultural History of Europe, 1830-1839.
12. Hinsley F.H Ed the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)
13. Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
14. Ketelbey, C.D.M A history of Modern Times (English or Hindi)
15. Langer, William The Diplomacy of Imperialism 1890-1902 (1950) advanced History
16. Mason, David S A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700
17. Mowat, RB: A History of European Diplomacy 1815-1914 (1922)
18. Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
19. Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)
20. Saimi Hannu: 19th Century Europe A cultural History (2008)
21. Steinberg, Jonathan: Bismarck A Life (2011)

22. Bhatnagar and Gupt: आधुक्षनक युरोप का इतिहास (भाग-2)
23. K.S Lal: आधुक्षनक युरोप का इतिहास (भाग-2)
24. Lal Bahadur Verma: (1998) युरोप का इतिहास (भाग-2) नई क्षदल्ली प्रकाशन संस्थान
25. Parthsarthi Gupta: (1983) आधुक्षनक पक्षिम का उदय, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय
26. Parthsarthi Gupta: (1983) युरोप का इतिहास, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय
27. James Jole: युरोप 1870 से, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय
28. Parthsarthi Gupta: क्षिटेन का इतिहास, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय
29. Banarasi Prasad Saxena: अमरीका का इतिहास, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवश्वक्षवद्यालय
30. Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
31. Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II
32. Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830. Cambridge University Press.
33. Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House

MAJOR ELECTIVE-3 (4 Credit)

HIS7ME3 - HISTORY OF MARATHAS-I :1600 TO 1707 AD

Course Objectives: The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation of the Maratha rule. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

Course Outcome:

CO1. The student will know the regional history of the country.

CO2. The students will know the various sources of Maratha history.

CO3. It will enable the students to understand the inspirations behind the foundation of the Maratha rule.

CO4. The students will examine the information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

UNIT-I

a. Sources of Maratha History-- Bakhars, Adnyapatre, Shakavali
b. Rise of the Marathas
c. Concept of Maharashtra Dharma

UNIT-II

a. Shivaji's Relations with AdilShahi
b. Shivaji's Relations with the Mughals
c. Significance of Shivaji's Coronation

UNIT-III

a. Sambhaji's Relations with the Portuguese
b. Sambhaji's Relations with the Siddis of Janjira
c. Sambhaji's Relations with the Mughals

UNIT-IV

a. The Maratha War of Independence
b. Civil, Judicial administration
c. Military and Naval Administration

Books Recommended:

1. Maharashtra in the Age of Shivaji -A.R.Kulkarni
2. Maratha Administration in the 18th Century -T.T.Mahajan
3. The Rise of the Maratha Power -M.G. Ranade
4. Administrative System of the Marathas -S.N.Sen
5. Military System of the Marathas -S.N.Sen
6. Judicial System of the Marathas -V.T.Gune
7. History of the Marathas Vol I&II -Grant Duff
8. House of Shivaji -J.N. Sarkar
9. Shivaji and His Times -J.N. Sarkar
10. ShivajiThe Great -Dr. Balkrishna
11. Shivaji – Setu Madhav Pagadi
12. Main Currents in Maratha History -G.S. Sardesai

13. History of the Maratha Navy and Merchantship- B.K. Apte
14. Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) -G.T. Kulkarni

Marathi/Hindi

1. Chatrapati Shivaji Raje Yanchi Bakhar-S.N. Joshi(ed.)
2. Arvachin Maharashtra itihas kalatil Rajyakarbharacha Abhyas (1600-80) -S.N. Joshi
3. Shivakaleen Maharashtra -A.R.Kulkarni
4. Marathyancha Itihas- A.R.Kulkarni and G.H.Khare
5. Adnyapatra and Rajnitee -S.N. Joshi and L.M. Bhingare
6. Shri Shivachatrapati -T.J. Shezwalkar
7. Shri Chatrapati Shivaji Maharaj -V.S.Bendre
8. Shivacharitrachi Roopresha -T.J. Shezwalkar
9. Chatrapati Shivaji Maharaj Yanche Charitra--Kekaskar
10. Shree Raja Shiv Chhatrapati - MehendaleGajanan B.

OR

MAJOR ELECTIVE-3 (4 Credit)

HIS7ME3 - PEASANT MOVEMENTS IN INDIA: 1757 TO 1947 AD

Course Objectives: The paper is design to sensitize the students with the peasant problems and condition during colonial period. They will also learn how Britishers have exploited them. Some peasant's revolts also have been included as example to make them aware about the nature of anti-peasant administration.

Course Outcome:

CO1. The student will be familiarize with the condition of the peasants. CO2. The student will be educated about peasant problems.
CO3. The learner will know the exploitative nature of British rule.
CO4. The student will able to identify the causes for the peasant uprisings.

UNIT-I

a. Condition of Agriculture & Agriculturist on the eve of British Conquest of India
b. British and the exploitation of the Peasantry–Pauperisation & De-peasantization,
c. Natural Calamities & its impact,

UNIT-II

a. British efforts for improvement of Irrigation system,
b. Land revenue, Illegal extractions
c. British administrative apparatus versus the peasantry

UNIT-III

a. Landless Labour, Marginal Farmers & Tribal Farmers,
b. Forest Laws of British, Periodic Settlement & woes of the Peasantry
c. Zamindari and ryotwari tenants

UNIT-IV

a. Peasant Unrest in early part of British rule- Forms, Content & results.
b. Pabna, Indigo revolt, Deccan riots, Moplah rebellion.
c. Peasant Movement during Gandhian era

Books Recommended:

1. A.R.Desai, Social Background of Indian Nationalism.
2. Sumit Sarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
3. D. N. Dhanagare, Peasant Movement in India.
4. K.B.Panikar, An Outline of the History of the AITUC.
5. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
6. R. Vlyanovsky, Agrarian India between the World Wars.
7. R.P.Dutt, India Today.
8. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
9. Shirin Mehta, The Peasantry and Nationalism.
10. Shiva Chandra Jha, The Indian Trade Union Movement.

11. Sukomal Sen, Working Class in India.
12. Sunil Sen., Peasant Movement in India.

OR

MAJOR ELECTIVE-3 (4 Credit)

HIS7ME3 - TRIBAL HISTORY OF CENTRAL INDIA: 1200 TO 1800 AD

Course Objectives: India is the home to large number of indigenous people. These indigenous people are known as Tribes in India. They have ruled over the Central India for almost four centuries. This paper is designed to introduce the students with medieval tribal kingdoms i.e. Garha-Mandla, Deogarh, Kherla and Chanda-Garh in Central India. Paper emphasise on achievements and contribution of Gond rulers and community in political and socio-cultural history of Central India.

Course Outcome-

CO1.Students will come to know the Gonds were the dominant rulers of middle India. CO2. The students with come to know medieval tribal kingdoms.

CO3. Student will know the achievements and contribution of Gond rulers.

CO4. The students will able to analyses the important institutions like revenue, governance, and policies

UNIT- I Gond Dynasty of Garha-Mandla

a. Origin and Historical background of Gond Tribes
b. Rise of Gond power at Garha-Mandla
c. Achievements of Gond kings- Sangram Shah, Rani Durgavati

UNIT-II Gond Dynasty of Deogarh and Kherla

a. Rise of Gond power at Deogarh and Nagpur
b. Rise of Gond power at Kherla –Narsingh Rai
c. Achievements of Gond kings-Jatba, BakhtaBuland Shah

UNIT- III Gond Dynasty of Chanda

a. Rise of Gond power at Sirpur and Ballarpur
b. Gond rulers at Chanda kingdom- Ramshah, Rani Hirai
c. Achievements of Gond kings- Bhim Ballal Shah, Surja Ballal Shah

UNIT- IV- Administration and Art and Architecture of Gonds

a. General administration; Fort administration
b. Revenue administration and Judicial system
c. Gond Art and Architecture

Books Recommended:

1. Gondwana and the Gonds- Indrajeet Singh
2. History of Central Provinces and Berar- J. N.Sil
3. Socio-Cultural History of the Gonds- S.I. Koreti
4. The Highlands of Central India- Forsyth J.
5. The Rajgond Maharajas of Satpura Hills - C. U. Wills
6. The Story of Gondwana - D. D.Chatterton
7. Tribal ascendency in Central India-The Gond kingdom of Garha - Suresh Mishra
8. Gond Kingdom of Chanda-Kedar Nath Thusu

Marathi/Hindi

1. Chandrapurcha Itihas- A.J. Rajurkar
2. Deogadche Gond Raje -Dr B. R. Andhare
3. Deogarhke Gond Rajya -Suresh Mishra
4. Garha- Mandlake Gond Rajvansh- Karuna Mishra
5. Garha-Mandal ke Gond Rajya - Rambarosh Agrawal
6. Gond Lokancha Itihas-Yadhav Madhav Kale
7. Madhya Pradesh Ke Gond Rajya- Suresh Mishra
8. Nagpur PrantachaItihas-YadhavMadhav Kale
9. Shree SuklaAbhinandanGratha-BiyaniBrijlal
10. Veerangana Maharani Durgawati- ShabdvaibhavPrakashan- Dr.WamanShedmake
11. Warhadcha Itihas-YadhavMadhav Kale

OR

MAJOR ELECTIVE-3 (4 Credit)

HIS7ME3 - ECONOMIC HISTORY OF INDIA: 1757 TO 1857 AD

Course Objectives: The paper is designed to acquaint the student with structural and conceptual changes in Indian economy after coming of the British rule. To make them aware of the exploitative nature of the Britishers. To help them understand the process of internalisation of new economic ideas, principles and practices by natives.

Course Outcome:

CO1. The student will acquaint with the structural and conceptual changes in Indian economy after coming of the British rule.

CO2.They will aware of the exploitative nature of the Britishers.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by natives.

CO4. The students will know the tribal and peasant response to the British rule.

UNIT-I

a. Nature of Rural and Urban Economy in mid-18th Century
b. European Economic Interest in India
c. Commercial Policy of East India Company

UNIT-II

a. Land Revenue Settlements- Permanent Settlement; Ryotwari and Mahalwari
b. Artisans and Industrial Production, Rural Indebtedness
c. Commercialisation of Agriculture, Effects on Indian Agriculture

UNIT-III

a. Policy of De-Industrialisation, Effects on Indian Industry
b. Introduction of Railways and its impact on Indian Economy
c. Changing Nature of Trade

UNIT -IV

a. Foreign Capital Investment in India
b. Nature and forms of resistance
c. Pre-1857-peasant, tribal revolts

Books Recommended:

1. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
2. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
3. Economic History of India -V.B. Singh
4. The Economic History of India (Vol I,II) -R.C. Dutt
5. Economic and Social History of India -S.P. Nanda
6. Economic History of India Ancient to Present -H. Jayapalan
7. History of Freedom Movement in India Vol. IV -Tara Chand
8. Social Background of Indian Nationalism -A.R. Desai

9. Modern India –Sumit Sarkar
10. Railways in Modern India -Ian J. Ker.(ed)
11. The Economic History of India 1600-1800 -Radhakant Mukherjee

Marathi/Hindi

12. Adhunik Bharatka Arthik Itihas- Shreedhar Pandey
13. Bharat KaArthik Itihas -Agnes Thakur
14. Adhunik Bharat kaArthikItihas -Girish Mishra

RM (4 Credit)

HIS7RM1- RESEARCH METHODOLOGY

Course Objectives: The paper deals with the meaning, scope and importance of historical methods and the traditional history writing. It also analyses the historicity of source materials and the use. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to history writing.

Course Outcome- Students will be able to

CO1. The learner will understand the meaning; definition and type of research. CO2.
The student will learn preliminary operations.
CO3. The student will learn the synthetic operations.
CO4. The students will know the challenges of writing objective history, uses and ethics of history writing.

UNIT-I

a. History: Nature, Scope and Value – Social Necessity of History
b. Meaning of Research; Definition, Objectives of Research, Nature, Limitations
c. Types of research: Descriptive; Analytical; Applied, Fundamental; Qualitative and Quantitative; Conceptual; Empirical etc

UNIT-II

a. Preliminary Operations – Choice of Subject; Research Plan, working hypothesis,
b. Methods of data collection-Reference; Interview, Survey, Questionnaires Primary and Secondary Sources
c. Analytical Operations- Review of literature; Internal and external criticism

UNIT- III

a. Synthetic Operation –Causation; Generalization, Formulation of final argument
b. Concluding Operations- Report writing; Logical arrangement of chapters; Bibliography ;Footnotes ;Endnotes; References and appendices
c. Style- APA; Plagiarism

UNIT- IV

a. Challenges of Objectivity; Historicism
b. Oral History; Local History; Regional History
c. Uses of History; Ethics in Research

Books Recommended:

1. R.J. Shafer, A Guide to Historical Method, Dorsey Press, 1983
2. Marc Bloch, The Historian's Craft, Manchester University Press, 2004
3. The Modern Research - Barzon Jacques and Henry Graff
4. E.H. Carr, What is History, Penguin 2008
5. G.N. Renier, History: Its purpose and Method, Allen and Unwin, 1961
6. E. Sreedharan, A Manual of Historical Research Methodology, Trivandrum, 2007
7. L.Cohen and E. Nagel, Introduction to Logic and Scientific Method, Simon Publication, 2002

8. Willium Goode and Paul Hatt, The Methods of Social Research, McGraw Hill, 1952
9. Michel De Certeau, The writing of History, Columbia University Press, 1988
10. Kate Turabian, A Manual for the Writers of Research Papers, thesis Dissertations, University of Chicago Press, 2013
11. LudmillaJordanova, History in Practice, Bloomsbury, 2006
12. Keith Jenkins, Refiguring History, 2003
13. Aron V Cicourel, ed., Advances in Social Theory and Methodology, Routledge, 2014
14. Chitnis K.N. Research Methodology in History
15. Collingwood R.G. The Idea of History
16. Galbraith V.H. The Historian -
17. Kothari C.R., Research Methodology, Methods and Techniques
18. Shaikh Ali, History: it's Theory and Methods
19. Thakur Devendra, Research Methodology in Social science -

Marathi/ Hindi

1. इक्षतहासाचे तत्वज्ञान - सदाक्षशव आठवले
2. संशोधन पद्धतीशास्त्र व तंत्र - प्रदीप आगलावे
3. शास्त्रीय संशोधनपद्धती - हाडेबीम.
4. इतिहासलेिनशास्त्र - गायकवाड, हनमते सरदेसाई
5. इतिहास तंत्र आक्षण तत्वज्ञान - शांता कोठेकर
6. इतिहासशास्त्र : संशोधन, लेिनपरंपरा व अध्यायन- देवप्रभाकर
7. इतिहास अध्यापनपद्धती व तंत्र - पल्कीश्री. ना.
8. इतिहासलेिनशास्त्र -राजडेरकार सुहास
9. इतिहासलेिनशास्त्र - सातभाई श्रीक्षनवास
10. इक्षतहासाचे तत्वज्ञान - डॉ. प्रशांत देशमुि

SEMESTER-VIII RESEARCH
MAJOR MANDATORY-13 (4 Credit)
HIS8MM13 - TRENDS AND THEORIES OF HISTORY

Course Objectives: The paper is designed to provide a general outline about how history is written in modern and contemporary times. It attempts to elaborate on the various established theories in history subject. The paper introduces some of the renowned historians of the times to the students so that they can discuss various facets in history writing.

Course Outcome:

CO1. The student will know a general outline about how history is written in modern and contemporary times.
CO2. The students will know the various established theories in history subject. CO3. The student will examine the ideologies of renowned historians of the times. CO4. The students will understand the various facets in history writing.

UNIT –I Modern Approaches to History

a. Positivism
b. Annals
c. Post-Modernism

UNIT–II Trends During Colonial Period in India

a. Orientalist Historiography
b. Imperialist Historiography
c. Nationalist Historiography

UNIT–III Trends in post-colonial period

a. Marxist Historiography in India
b. Dalit Historiography
c. Tribal Historiography

UNIT–IV Recent Trends in Historiography

a. Ecological Historiography- Ramchandra Guha & Madhav Gadgil
b. Business Historiography- Tirthankar Roy
c. Feminist Historiography in India- Uma Chakrvarti

Books Recommended:

1. A Business History of India: Enterprise and the Emergence of Capitalism from 1700- Tirthankar Roy
2. A textbook of Historiography- E. Sreedharan
3. An Introduction to Indian Historiography -A.K.Warder
4. Beginning Postmodernism- Tin Woods
5. French Historical Method- Traian Stoianovich.
6. Global History of Modern Historiography- George G. Iggers & Edward Wang.
7. Historians and Historiography in Modern India -S.P.Sen (ed)

10. Rebellious Prophets-A study of Messianic movements in Indian Religions- Stephen Fuchs
11. Peasant Movements in Colonial India- S. Henninggham
12. Primitive Rebels- E. J. Hobsbawn
13. Bandits- E. J. Hobsbawn
14. History of Santhal Rebellion of 1855- W.W. Hunter
15. Kol Insurrection in Chota Nagpur- J.C. Jha
16. The Revolt of Chota Nagpur- J.C. Jha
17. Tribal Revolts in India under British Raj- L.P. Mathur
18. History of Freedom Movement in Madhya Pradesh- D.P. Mishra
19. Tribal Movements and political history of India- D.M. Praharaj
20. Tribal Revolts- Rajhavaiah
21. Munda 's and their country- S.C. Roy
22. The Dust-Storm and the Hanging Mist- K.S. Sinha
23. Tribal Revolts- B.K. Sharma
24. Tribal Freedom Fighters of India- Publication Division, Govt of India
25. Social movements in Tribal India- S.N. Choudhary
26. Bhumkal-The Tribal Revolt in Bastar- Hira Singh
27. Adivasis and the raj- Sanjukta Das Gupta
28. Tribal Movements in IndiaVol I & II - (ed) K.S. Singh
29. Bharat KeAdivasiVidroh- Suresh Mishra
30. The Great Tribal Warriors of Bharat, TushinSinha

OR

MAJOR ELECTIVE-4 (4 Credit)

HIS8ME4 - ECONOMIC HISTORY OF INDIA: 1858 TO 1947AD

Course Objectives: The paper is designed to acquaint the student with structural and conceptual changes in economy in British India. The paper will make them aware of the exploitative nature of the British rule and to help them understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts. The paper also highlights a particular aspect of economic history and intends to make the student aware of the emergence of entrepreneurship and business institutions in India.

Course Outcome:

CO1.The student will acquaint with the structural and conceptual changes in economy in British India.

CO2. The student will know the exploitative nature of the British rule.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts.

CO4. The student will be aware of the emergence of entrepreneurship and business institutions in India.

UNIT-I

a. Agricultural Policy
b. Famine Policy
c. Growth of Industries- Cotton, Jute, Iron and Steel

UNIT-II

a. Emergence of Working Class
b. Trade Union Movement
c. Labour Legislations

UNIT-III

a. Nature of External Trade
b. Capital and Capital Class
c. Drain of Wealth

UNIT-IV

a. Main Trends in the Movement of Prices
b. Population Growth—trends
c. Movement of National Income

Books Recommended:

1. Famines in Colonial India -Brahamanand
2. Economic History of Modern India -Girish Mishra
3. Socio, Cultural and Economic History of India -S.C.Raychaudhari
4. The Economic History of India -Tirthankar Roy
5. Indian Economy -Dutt and Sundaram

6. Indian Economics -Jather and Beri
7. India Today -Rajani Palme Dutt

Marathi, Hindi

1. Bharat ka Arthik Itihas- Agnes Thakur
2. Adhunik Bharat ka ArthikItihas –DhanpatiPandey
3. Adhunik Bharat ka Arthik Itihas-Girish Mishra

Annexure: Common for all the Activity Based Courses

Assessment of Activity will be part of continuous evaluation. It should ideally follow the following marking scheme.

Assignments and Viva-Voce (10+10), Attendance and participation in activities (15), Submission of minor report based on any one of the prescribed unit (15)

Framework for Internal Evaluation **FOR 50 MARKS**		
Assessment Criteria	Units	Marks
Assignement & Viva-Voce	Based on the contents from all units	10+10
Attendance and Participation in Activities	Based on the contents from all the units	15
Seminars, Mini Reports, Discussion Forums	Submission of minor report on any one of the prescribed units	15
		50

Assignments and Viva-Voce (20+20), Attendance and participation in activities (30), Submission of minor report based on any one of the prescribed unit (30)

Framework for Internal Evaluation **FOR 100 MARKS**		
Assessment Criteria	Units	Marks
Assignement & Viva-Voce	Based on the contents from all units	20+20
Attendance and Participation in Activities	Based on the contents from all the units	30
Seminars, Mini Reports, Discussion Forums	Submission of minor report on any one of the prescribed units	30
		100

latest 19.03.2025

मराठी भाषा

NEP 2020 आधारित पदवी स्तराचा अभ्यासक्रम

B.A. (Bachelor of Arts) : Marathi Language (मराठी भाषा)

Four Years Bachelor of Arts (Honours/Research) Degree Examination Teaching and Examination Scheme with Credit Distribution Structure From Academic Session 2024-2025

B.A. Semester	Course Type	Subjects मराठी भाषा	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
I	Major T-1	मराठी आणि व्यावहारिक मराठी भाग-१ (साहित्य रंग भाग-१, सत्र १)	BA/MAR Maj T-1	4	-	4	80	-	20	100	40	4
	Major T-2	भाषिक कौशल्ये- भाग १	BA/MAR Maj T-2	2	-	2	40	-	10	50	20	2
	O.E. T-1 (Open Elective)	भाषाज्ञान व भाषाकौशल्य-१	BA/MAR OE-1	4	-	4	80	-	20	100	40	4
	VSC-1	मुद्रितशोधन : कौशल्य आणि व्यवसाय	BA/MAR VSC-1	-	4	4	-	50	50	100	50	2
	SEC-1	भाषिक-वाङ्मयीन व्यक्तिमत्त्व विकास भाग १	BA/MAR SEC-1	-	4	4	-	50	50	100	50	2
	AEC-1	English-1	BA/MAR AEC-1	1	2	3	50	-	50	100	50	2
	VEC-1	Environmental Studies	BA/MAR VEC-1	2	-	2	40	-	10	50	20	2
	IKS	विदर्भाची प्राचीन भाषा-साहित्य-संस्कृती	BA/MAR IKS	2	-	2	40	-	10	50	20	2
	CC-1	To be selected from common basket of CC	BA/MAR CC-1	-	4	4	-	50	50	100	50	2
		Total Credits										**22**

B.A. Semester	Course Type	Subjects मराठी भाषा	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
II	Major T-3	मराठी द व्याव. मराठी भाग-२ (साहित्यरंग- भाग १, सत्र २)	BA/MAR Maj T-3	4	-	4	80	-	20	100	40	4
	Major T-4	भाषिक कौशल्ये- भाग २ (संदर्भ : व्यावहारिक मराठी ल.रा. नसिराबादकर)	BA/MAR Maj T-4	2	-	2	40	-	10	50	20	2
	Minor T-1	भाषिक कौशल्ये भाग २ (व्याव. मराठी नसिराबादकर)	BA/MAR Minor-1	2	-	2	40	-	10	50	20	2
	O.E. T-2 (Open Elective)	भाषाज्ञान व भाषाकौशल्य-२	BA/MAR O.E. T-2	4	-	4	80	-	20	100	40	4
	VSC-2	मुद्रित प्रसारमाध्यमांसाठीची लेखनकौशल्ये	BA/MAR VSC-2	-	4	4	-	50	50	100	50	2
	SEC-2	भाषिक-वाङ्मयीन व्यक्तिमत्त्व विकास भाग २	BA/MAR SEC-2	-	4	4	-	50	50	100	50	2
	AEC-2	मराठी भाषाज्ञान आणि आकलन : भाग १	BA/MAR AEC-2	1	2	3	50	-	50	100	50	2
	VEC-2	भारतीय राज्यघटना	BA/MAR VEC-2	2	-	2	40	-	10	50	20	2
	CC-2	To be selected from common basket of CC	BA/MAR CC-2	-	4	4	-	50	50	100	50	2
		Total Credits										**22**

B.A. Semester	Course Type	Subjects मराठी भाषा	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
III	Major T-5	मराठी व व्याव. मराठी भाग-३ (साहित्यरंग-भाग १,सत्र ३)	BA/MAR Maj T-5	4	-	4	80	-	20	100	40	4
	Major T-6	मराठी व्याकरणाभ्यास-१ (संदर्भ. मो. रा. वाळंबे)	BA/MAR Maj. T-6	2	-	2	40	-	10	50	20	2
	Minor T-2	मराठी व्याकरणाभ्यास-१ (संदर्भ. मो. रा. वाळंबे)	BA/MAR Min. T-2	4	-	4	80	-	20	100	40	4
	O.E. T-3 (Open Elective)	मराठी व्याकरणविचार	BA/MAR O.E. T-3	2	-	2	40	-	10	50	20	2
	VSC-3	दृकश्राव्य माध्यमांसाठी भाषण भाषण-वाचन कौशल्य-विकास	BA/MAR VSC-3	-	4	4	-	50	50	100	50	2
	AEC-3	मराठी भाषाज्ञान आणि आकलन : भाग २	BA/MAR AEC-3	1	2	3	50	-	50	100	50	2
	FP-1	Field Project	BA/MAR FP-1	-	4	4	-	50	50	100	50	2
	CC-3	To be selected from common basket of CC	BA/MAR CC-3	-	4	4	-	50	50	100	50	2
		Total Credits										**20**
IV	Major T-7	मराठी व व्याव. मराठी भाग-४ (साहित्यरंग-भाग-२, सत्र ४)	BA/MAR Maj T-7	4	-	4	80	-	20	100	40	4
	Major T-8	मराठी व्याकरणाभ्यास-२ (संदर्भ. मो. रा. वाळंबे)	BA/MAR Maj T-8	2	-	2	40	-	10	50	20	2
	Minor T-3	मराठी वाकरणाभ्यास-२ (संदर्भ. मो. रा. वाळंबे)	BA/MAR Min. T-3	4	-	4	80	-	20	100	40	4
	O.E. T-4 (Open Elective)	मराठी शुद्धलेखनविचार	BA/MAR O.E. T-4	2	-	2	40	-	10	50	20	2

B.A. Semester	Course Type	Subjects मराठी भाषा	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
	SEC-4	ग्रंथसंपादन, ग्रंथसिद्धी व ग्रंथप्रकाशन : एक अभ्यास	BA/MAR SEC-4	-	4	4	-	50	50	100	50	2
	AEC-4	English-II	BA/MAR AEC-4	1	2	3	50	-	50	100	50	2
	CEP-1	Community Engagement program	BA/MAR CEP-1	-	4	4	-	50	50	100	50	2
	CC-4	To be selected from common basket of CC	BA/MAR CC-4	-	4	4	-	50	50	100	50	2
		Total Credits										**20**
V	Major T-9	मराठी व व्याव. मराठी–५ (साहित्यरंग–भाग ३, सत्र ५)	BA/MAR Maj T-9	4	-	4	80	-	20	100	40	4
	Major T-10	वाङ्मयीन लेखनकौशल्ये–भाग १	BA/MAR Maj. T-10	4	-	4	80	-	20	100	40	4
	Major Elective ME 1 (Any One)	मराठीच्या बोलीभाषा (संपा. अरुण जाखडे)	BA/MAR M.E.-1	4	-	4	80	-	20	100	40	4
	Major Elective ME 2 (Any One)	मराठी भाषाःउगम व विकास भाग १ (कृ.पां. कुळकर्णी)	BA/MAR M.E.-2	4	-	4	80	-	20	100	40	4
	Minor T-4	वाङ्मयीन लेखनकौशल्ये –भाग १	BA/MAR Minor T-4	4	-	4	80	-	20	100	40	4
	VSC-4	पुस्तक परिचय–परीक्षण–समीक्षा लेखन कौशल्ये	BA/MAR VSC-4	-	4	4	-	50	50	100	50	2
	FP/CEP	Field Project/Community Engagement program	BA/MAR FP/CEP	-	4	4	-	50	50	100	50	2
		Total Credits										**20**

B.A. Semester	Course Type	Subjects मराठी भाषा	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
VI	Major T-11	मराठी व व्याव. मराठी-६ (साहित्यरंग-भाग ३, सत्र ६)	BA/MAR Maj. T-11	4	-	4	80	-	20	100	40	4
	Major T-12	वाङ्मयीन लेखन कौशल्ये -भाग २	BA/MAR Maj. T-12	4	-	4	80	-	20	100	40	4
	Major Elective ME 1 (Any One)	वऱ्हाडी बोली आणि साहित्य	BA/MAR Maj.ME-1	4	-	4	80	-	20	100	40	4
	Major Elective ME 2 (Any One)	मराठी भाषा : उगम व विकास भाग २	BA/MAR Maj.ME-2	4	-	4	80	-	20	100	40	4
	Minor T-5	वाङ्मयीन लेखन कौशल्ये -भाग २	BA/MAR Minor T-5	4	-	4	80	-	20	100	40	4
	OJT	On Job Training	BA/MAR OJT	-	8	8	-	100	-	100	50	4
		Total Credits										**20**
VII (Honours Degree मानद पदवी)	Major T-13	भाषांतर आणि अनुवाद भाग-१	BA/MAR Maj T-13	4	-	4	80	-	20	100	40	4
	Major T-14	मराठी शब्दज्ञान (संदर्भ शब्दरत्न)	BA/MAR Maj T-14	4	-	4	80	-	20	100	40	4
	Major T-15	अलंकारशास्त्र : एक अभ्यास	BA/MAR Maj T-15	4	-	4	80	-	20	100	40	4
	Major Elective ME 1 (Any One)	झाडीबोलीचा अभ्यास	BA/MAR Maj ME-1	4	-	4	80	-	20	100	40	4
	Major Elective ME 2 (Any One)	मराठी भाषेचे अध्यापन : भाग १	BA/MAR Maj ME-2	4	-	4	80	-	20	100	40	4
	R.M.	Research Methodology संशोधन पद्धती	BA/MAR R.M.	4	-	4	80	-	20	100	40	4
		Total Credits										**20**

B.A. Semester	Course Type	Subjects मराठी भाषा	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
VIII (Honours Degree मानद पदवी)	Major T-16	भाषांतर आणि अनुवाद : भाग २	BA/MAR Maj T-16	4	-	4	80	-	20	100	40	4
	Major T-17	प्रसारमाध्यमे आणि मराठी	BA/MAR Maj T-17	4	-	4	80	-	20	100	40	4
	Major T-18	छंदशास्त्र : एक अभ्यास	BA/MAR Maj T-18	4	-	4	80	-	20	100	40	4
	Major Elective ME1 (Any One)	संस्कृत आणि [redacted] : अनुबंध प्राकृत	BA/MAR Maj ME-1	4	-	4	80	-	20	100	40	4
	Major Elective ME2 (Any One)	मराठी भाषेचे अध्यापन : भाग २	BA/MAR Maj ME-1	4	-	4	80	-	20	100	40	4
	OJT	On Job Training	BA/MAR OJT	-	8	8	-	100	-	100	50	4
		Total Credits										**20**

B.A. Semester	Course Type	Subjects मराठी भाषा	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
VII (Research Degree संशोधन पदवी)	Major-13	देवनागरी लिपीचा अभ्यास भाग १	BA/MAR Maj. 13	4	-	4	80	-	20	100	40	4
	Major-14	मराठीचे उच्चारशास्त्र	BA/MAR Maj. 14	4	-	4	80	-	20	100	40	4
	Major Elective ME 1	नागपुरी बोलीचा अभ्यास	BA/MAR Maj. ME 1	4	-	4	80	-	20	100	40	4
	Major Elective ME 2	आंतरजाल आणि विविध समाजमाध्यमे	BA/MAR Maj. ME 2	4	-	4	80	-	20	100	40	4
	Minor R.M.	Research Methodology संशोधन पद्धती	BA/MAR Minor R.M.	4	-	4	80	-	20	100	40	4
	R. P.	Research Project R.P.-1 शोध प्रकल्प-1	BA/MAR R.P.	-	4	4	-	50	50	100	50	4
		Total Credits										**20**
VIII (Research Degree संशोधन पदवी)	Major 15	देवनागरी लिपीचा अभ्यास भाग २	BA/MAR Maj. 15	4	-	4	80	-	20	100	40	4
	Major 16	चित्रपट व मालिका : लेखन कौशल्ये	BA/MAR Maj. 16	4	-	4	80	-	20	100	40	4
	Major Elective ME 1	मंचीय निवेदनाची लेखन-भाषण वाचन कौशल्ये	BA/MAR Maj. ME 1	4	-	4	80	-	20	100	40	4
	Major Elective ME 2	डबींगकला (पार्श्व-संवादांतर) : कलातंत्राचा अभ्यास	BA/MAR Maj. ME 2	4	-	4	80	-	20	100	40	4
	R. P.	Research Project -2 शोध प्रकल्प-2	BA/MAR R.P.	-	8	8	-	100	100	200	100	8
		Total Credits										**20**

NEP 2020 आधारित पदवी अभ्यासक्रम

B.A. Marathi Language (मराठी भाषा)

Four Years Bachelor of Arts (Honours/Research) Degree Examination

Teaching and Examination Scheme with Credit Distribution Structure

From Academic Session 2024-2025

Name of Programme : बी.ए. मराठी भाषा : वर्ष : 1 / सत्र : I
Title of the Course : मराठी आणि व्यावहारिक मराठी भाग 1 (साहित्यरंग भाग–1, सत्र 1)
Course Code : MAR 101
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मराठी भाषेच्या समृद्धीची जाणीव करून देणे.	1
CO 2	भाषेच्या व साहित्याच्या अभ्यासाद्वारे भारतीय संस्कृती आणि इतिहासाची ओळख करून देणे.	2
CO 3	विविध साहित्यप्रकारांची ओळख करून देणे.	3
CO 4	विद्यार्थ्यांची भाषिक कौशल्ये विकसित करणे व त्यांना रोजगाराभिमुख बनविणे.	4
CO 5	भाषेचे तसेच साहित्याचे आकलन आणि जीवनव्यवहारात उपयोजन करण्यास प्रवृत्त करणे.	5
CO 6	नैतिक मूल्ये रूजविणे.	6

घटक	मराठी आणि व्यावहारिक मराठी भाग 1 (साहित्यरंग भाग–1, सत्र 1)	तासिका
1.	गद्य विभाग : 1. पाखाला बाळक पांगुरवणें – म्हाइंभट, 2. शिक्षण – जोतीराव फुले 3. तरुणांनो! निर्भय बना, शूर बना– स्वामी विवेकानंद 4. नववर्षाच्या उदयाचलावर उद्योगाचे ध्वजारोपण – राष्ट्रसंत तुकडोजी महाराज. 5. कोकराची कथा – अरविंद गोखले	15
2.	पद्य विभाग 1. माय मराठी – मुकुंदराज, 2. ज्ञानेश्वरांचे अभंग – संत ज्ञानेश्वर, 3. दवाचे थेंब – केशवसुत 4. भंगु दे काठिन्य माझे – बा. सी. मर्ढेकर, 5. चार शब्द – नारायण सुर्वे	15
3.	व्यावहारिक मराठी : 1. व्यावहारिक मराठी : स्वरुप आणि भूमिका 2. भाषिक संवादव्यवहाराची मूलतत्त्वे	15
4.	भाषिक कौशल्याधारित अभ्यासघटक : 1. वाक्प्रचार – म्हणी संग्रह करणे, 2. शब्दसंग्रह वाढविणे, सुविचार संग्रह करणे,	15

अभ्यासग्रंथ : साहित्यरंग भाग 1, राघव पब्लिशर्स अॅण्ड डिस्ट्रीबुटर्स, नागपूर, 2020.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 1 / सत्र : I
Title of the Course : भाषिक कौशल्ये – भाग 1
Course Code : MAR 102
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	विद्यार्थ्यांची भाषिक कौशल्ये विकसित करणे.	1
CO 2	विद्यार्थ्यांना रोजगाराभिमुख बनविणे.	2
CO 3	मराठीची अभिवृद्धी विकसित करणे.	3
CO 4	भाषा व्यवहारासाठी आवश्यक ती लेखन, भाषण, वाचन ही कौशल्ये विकसित करणे.	4
CO 5	भाषिक कौशल्याचे विविध आविष्कार समजावून देणे.	5
CO 6	भाषिक कौशल्ये विकसित करणे.	6

घटक	भाषिक कौशल्ये – भाग 1	तासिका
1.	अ. भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास, आ. संवाद कौशल्य	15
2.	अ. भाषण आणि संभाषण कौशल्य, आ. लेखन कौशल्ये	15

अभ्यासग्रंथ : व्यावहारिक मराठी, ल. रा. नसिराबादकर, भाषाविकास संशोधन संस्था, कोल्हापूर, 2022 (प्रकरण 1 ते 4)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : प्रथम / सत्र : I
Title of the Course : भाषाज्ञान व भाषाकौशल्ये–1
Course Code : MAR O.E. 101
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	शब्दांची घडण, संधी, संधीचे प्रकार समजून घेतील.	1
CO 2	मराठी भाषा ज्ञान होईल.	2
CO 3	मराठी भाषेचे आकलन परिपूर्ण होण्यास मदत होईल.	3
CO 4	संवाद कौशल्य मूल्यमापन करणे.	4
CO 5	भाषण आणि संभाषण कौशल्य समजून घेणे.	5
CO 6	लेखन कौशल्ये समजून घेणे.	6

घटक	भाषा ज्ञान व भाषा कौशल्ये–१	तासिका
1.	आपली भाषा, लिपी व व्याकरण, वर्णमाला, वर्णाचे प्रकार, वर्णांची उच्चारस्थाने	15
2.	मराठी अक्षरांची लेखनपद्धती आणि उच्चारपद्धती, शब्दांची घडण, संधी, संधीचे प्रकार	15
3.	अ. भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास, आ. संवाद कौशल्य	15
4.	अ. भाषण आणि संभाषण कौशल्य, आ. लेखन कौशल्ये	15

संदर्भ ग्रंथ : 1. सुगम मराठी व्याकरण व लेखन – मो. रा. वाळंबे अक्षरबाग – कुसुमाग्रज.
2. व्यावहारिक मराठी, ल. रा. नसिराबादकर, भाषाविकास संशोधन संस्था, कोल्हापूर, 2022 (प्रकरण 1 ते 4)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : प्रथम / सत्र : I
Title of the Course : मुद्रितशोधन : कौशल्य आणि व्यवसाय
Course Code : VSC - 101
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	विद्यार्थ्यांस मुद्रितशोधन ही संकल्पना समजून घेता/येतील.	1
CO 2	त्यांना मराठीचे लेखनविषयक नियम जावून घेता येतील.	2

CO 3	मराठी शब्दांच्या शुद्धलेखनाची वैशिष्टये समजतील.	3
CO 4	मुद्रितशोधनातील तंत्र व खुणा लक्षात येतील.	4
CO 5	मुद्रितशोधन करण्याची प्रक्रिया समजून घेता येईल.	5
CO 6	मुद्रिशोधनाच्या विविध क्षेत्रांची माहिती जाणून घेतील.	6

घटक		तासिका
1.	मुद्रितशोधन : संकल्पना स्वरूप आणि इतिहास (वैश्विक आणि मराठी परीप्रेक्ष्य) मुद्रितशोधन : मराठीचे लेखनविषयक नियम	15
2.	मुद्रितशाधन : आवश्यक बाबी, मुद्रित शोधनाच्या खुणा, मुद्रितशोधनाचा नमुना	15

अभ्यासग्रंथ : 1. व्यावहारिक मराठी –ल.रा. नसिराबादकर, 2. मराठी शुद्धलेखन प्रदीप –मो.रा. वाळंबे

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : प्रथम / सत्र : I
Title of the Course : भाषिक – वाङ्मयीन व्यक्तिमत्त्व विकास भाग 1
Course Code : SEC - 101
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	व्यक्तिमत्त्व ही संकल्पना विद्यार्थी समजून घेतील.	1
CO 2	त्यातले विविध घटक आणि वैशिष्ट्ये जाणून घेतील.	2
CO 3	व्यक्तिमत्त्वाचा भाषा, साहित्य व संस्कृतीशी असणारा अनुबंध लक्षात घेतील.	3
CO 4	मातृभाषा आणि व्यक्तिमत्त्व विकास यांचा संबंध समजून घेतील.	4
CO 5	व्यक्तिमत्त्वाच्या विकासाचा महत्त्वाचा घटक लक्षात घेतील.	5
CO 6	मातृभाषेतर भाषेचा व व्यक्तिमत्त्वाचा संबंध समजून घेतील.	6

घटक		तासिका
1.	• व्यक्तिमत्त्व : संकल्पना, घटक आणि वैशिष्ट्ये • व्यक्तिमत्त्व आणि भाषा-साहित्य-संस्कृती : अनुबंध	15
2.	• मातृभाषा आणि व्यक्तिमत्त्व विकास • मातृभाषेतर भाषा आणि व्यक्तिमत्त्व विकास	15

अभ्यासग्रंथ : व्यावहारिक मराठी – ल. रा. नसिराबादकर

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : प्रथम / सत्र : I
Title of the Course : निदर्भाची प्राचीन भाषा-साहित्य-संस्कृती
Course Code : IKS-MAR
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	विदर्भाच्या लोकसंस्कृतीचा इतिहास विद्यार्थी जाणून घेतील.	1
CO 2	विदर्भाच्या लोकसंस्कृतीचे स्वरुप समजून घेतील.	2
CO 3	विदर्भाचे प्राचीन भाषा, बोली साहित्य व संस्कृती ह्यांचा इतिहास जाणून घेतील.	3
CO 4	वैदर्भीय लोककलांचे विविध प्रकार जाणून घेतील.	4
CO 5	वैदर्भीय लोककलांची सांस्कृतिक वैशिष्ट्ये समजून घेतील.	5
CO 6	वैदर्भीय लोककलांची प्रादेशिक वैशिष्ट्ये समजून घेतील.	6

घटक		तासिका
1.	• विदर्भाची लोकसंस्कृती : स्वरुप आणि इतिहास : आढावा • विदर्भाची प्राचीन भाषा, बोली, साहित्य-संस्कृती : स्वरुप व इतिहास : आढावा	15
2.	• वैदर्भीय लोककला : विविध प्रकार • वैदर्भीय लोककला : प्रादेशिक व सांस्कृतिक वैशिष्ट्ये	15

संदर्भ ग्रंथ : 1. वऱ्हाडचा इतिहास –या. मा. काळे, 2. विदर्भ का सांस्कृतिक इतिहास – डॉ. नथ्थुलाल गुप्ता
3. वैदर्भीय भाषा, बोली व लोकसाहित्यविषयक विविध ग्रंथ

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 1 / सत्र : II
Title of the Course : मराठी आणि व्यावहारिक मराठी भाग 2 (साहित्यरंग भाग–1, सत्र 2)
Course Code : MAR 103
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मराठी भाषेच्या समृद्धीची जाणीव करून देणे.	1
CO 2	भाषेच्या व साहित्याच्या अभ्यासाद्वारे भारतीय संस्कृती आणि इतिहासाची ओळख करून देणे.	2
CO 3	विविध साहित्यप्रकारांची ओळख करून देणे.	3
CO 4	विद्यार्थ्यांची भाषिक कौशल्ये विकसित करणे व त्यांना रोजगाराभिमुख बनविणे.	4
CO 5	भाषेचे तसेच साहित्याचे आकलन आणि जीवनव्यवहारात उपयोजन करण्यास प्रवृत्त करणे.	5
CO 6	नैतिक मूल्ये रूजविणे.	6

घटक	मराठी आणि व्यावहारिक मराठी भाग 2 (साहित्यरंग भाग–1, सत्र 2)	तासिका
1.	गद्य विभाग : 1. भारतीय लोकशाहीचे भवितव्य काय? – डॉ. बाबासाहेब आंबेडकर 2. गाडगेबाबांनी शाळा दिली – सीमा साखरे 3. अजातशत्रू अटलजी! – शरद पवार 4. कृष्णविवर – जयंत नारळीकर 5. विवेकवाद – नरेंद्र दाभोळकर	15
2.	पद्य विभाग 1. मृण्मयी – इंदिरा संत 2. उषःकाल होता होता – सुरेश भट 3. पुन्हा एकदा – यशवंत मनोहर 4. मेंढरं – विठ्ठल वाघ 5. आई! मारू नकोस गर्भात! – उषाकिरण आत्राम	15
3.	व्यावहारिक मराठी : 1. पत्रलेखन 2. सारांशलेखन	15
4.	भाषिक कौशल्याधारित अभ्यासघटक : 1. स्वपरिचय लिहिणे. 2. नोकरीसाठी अर्ज लिहिणे. 3. तक्रारपत्र तयार करणे. 4. लेख, कथा इत्यादींचा सारांश लिहिणे.	15

अभ्यासग्रंथ : साहित्यरंग भाग 1, राघव पब्लिशर्स ॲण्ड डिस्ट्रीबुटर्स, नागपूर, 2020.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 1 / सत्र : II
Title of the Course : भाषिक कौशल्ये – भाग 2
Course Code : MAR 104
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	विद्यार्थ्यांची भाषिक कौशल्ये विकसित करणे.	1
CO 2	विद्यार्थ्यांना रोजगाराभिमुख बनविणे.	2
CO 3	मराठीची अभिवृद्धी विकसित करणे.	3
CO 4	भाषा व्यवहारासाठी आवश्यक कार्यालयीन लेखनव्यवहार ही कौशल्ये विकसित करणे.	4
CO 5	भाषिक कौशल्याचे विविध आविष्कार आणि संपर्क – प्रसार माध्यमे यांचा परस्परसंबंध समजावून देणे.	5
CO 6	भाषांतर आणि वृत्तलेखन भाषिक कौशल्ये विकसित.	6

घटक	भाषिक कौशल्ये – भाग 2	तासिका
1.	अ. कार्यालयीन लेखनव्यवहार आ. पत्रव्यवहार	15
2.	अ. प्रसारमाध्यमांसाठी वृत्तलेखन आ. वृत्त – भाषांतर	15

अभ्यासग्रंथ : व्यावहारिक मराठी, ल. रा. नासिराबादकर, भाषाविकास संशोधन संस्था, कोल्हापूर, 2023 (प्रकरण 9 ते 12)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 1 / सत्र : II
Title of the Course : भाषिक कौशल्ये – भाग 2
Course Code : MAR Minor 101
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	विद्यार्थ्यांची भाषिक कौशल्ये विकसित करणे.	1
CO 2	विद्यार्थ्यांना रोजगाराभिमुख बनविणे.	2
CO 3	मराठीची अभिवृद्धी विकसित करणे.	3
CO 4	भाषा व्यवहारासाठी आवश्यक कार्यालयीन लेखनव्यवहार ही कौशल्ये विकसित करणे.	4
CO 5	भाषिक कौशल्याचे विविध आविष्कार आणि संपर्क – प्रसार माध्यमे यांचा परस्परसंबंध समजावून देणे.	5
CO 6	भाषांतर आणि वृत्तलेखन भाषिक कौशल्ये विकसित करणे.	6

घटक	भाषिक कौशल्ये – भाग 2	तासिका
1.	अ. कार्यालयीन लेखनव्यवहार आ. पत्रव्यवहार	15
2.	अ. प्रसारमाध्यमांसाठी वृत्तलेखन आ. वृत्त – भाषांतर	15

अभ्यासग्रंथ : व्यावहारिक मराठी, ल. रा. नासिराबादकर, भाषाविकास संशोधन संस्था, कोल्हापूर, 2023 (प्रकरण 9 ते 12)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : प्रथम / सत्र : II
Title of the Course : भाषाज्ञान व भाषाकौशल्ये-2
Course Code : MAR O.E. 102
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	अ) वर्णविचार 1 व वर्णविचार 2, आ. संधी , स्वरं संधी, व्यंजनसंधी, विसर्गसंधी समजून घेणे.	1
CO 2	अ. शब्दविचार, नामे, आ. लिंगविचार, वनविचार समजून घेणे.	2
CO 3	वचनविचार विषयक समजून देणे.	3
CO 4	व्यक्तिमत्त्व विकास : वाङ्मयीन अंगान (वाङ्मयीन कौशल्ये आणि प्रभुत्व) जाणून घेणे.	4
CO 5	व्यक्तिमत्त्व विकास : भाषिक अंगाने (संभाषण कला, निवेदनकला आणि वक्तृत्व कला) समजून घेणे.	5
CO 6	वाचिक अभिनय आणि अभिवाचनाची कौशल्ये, दृक्श्राव्य माध्यमांसाठीची आवश्यक कौशल्ये (बातमीवाचन, वृत्तनिवेद, मुलाखत, चर्चासंयोजन) जाणून घेणे.	6

घटक	**भाषा ज्ञान व भाषा कौशल्ये-२**	**तासिका**
1.	अ. वर्णविचार 1 व वर्णविचार 2, आ. संधी , स्वरं संधी, व्यंजनसंधी, विसर्गसंधी.	15
2.	अ. शब्दविचार, नामे, आ. लिंगविचार, वनविचार	15
3.	व्यक्तिमत्त्व विकास : वाङ्मयीन अंगान (वाङ्मयीन कौशल्ये आणि प्रभुत्व), व्यक्तिमत्त्व विकास : भाषिक अंगाने (संभाषण कला, निवेदनकला आणि वक्तृत्व कला)	15
4.	वाचिक अभिनय आणि अभिवाचनाची कौशल्ये, दृक्श्राव्य माध्यमांसाठीची आवश्यक कौशल्ये (बातमीवाचन, वृत्तनिवेदन, मुलाखत, चर्चासंयोजन)	15

संदर्भ ग्रंथ : 1. सुगम मराठी व्याकरण व लेखन - मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, 2015.
2. व्यावहारिक मराठी - ल. रा. नसिराबादकर, य. च. म. मु. विद्या. पुस्तिका.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : प्रथम / सत्र : II
Title of the Course : मुद्रित प्रसारमाध्यमांसाठीची लेखन कौशल्ये
Course Code : VSC - 102
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	मुद्रित प्रसारमाध्यमांचे नेमके स्वरुप विद्यार्थी जाणून घेतील.	1
CO 2	मराठी वृत्तपत्रांची ऐतिहासिक वाटचाल समजून घेतील.	2
CO 3	बातमीलेखन व वृत्तांतलेखन ह्यांची माहिती जाणून घेतील.	3
CO 4	स्तंभलेखन, मुलाखतलेखन व शोधमालिकालेखन जाणून घेतील.	4
CO 5	वाङ्मयीन लेखनाचे विविध आकृतिबंध समजून घेतील.	5
CO 6	स्फुटलेखन, ललितगद्य, व्यक्तिचित्र, चित्रपटसमीक्षा इ. जाणून घेतील.	6

घटक		**तासिका**
1.	• मुद्रित प्रसारमाध्यमे : स्वरुप, प्रकार आणि मराठी वृत्तपत्रांचा ऐतिहासिक आढावा. • बातमीलेखन, वृत्तांतलेखन	15
2.	• स्तंभलेखन, मुलाखतलेखन व शोधमालिकालेखन • मुद्रित माध्यमांतील वाङ्मयीन लेखनाचे विविध आकृतिबंध (स्फुटलेखन, ललितगद्य, व्यक्तिचित्र, चित्रपटसमीक्षा, पुस्तक-परीचय-परीक्षण)	15

अभ्यासग्रंथ : व्यावहारिक मराठी ल. रा. नसिराबादकर, **संदर्भ** : लेखनाचे विविध आकृतिबंध - चंद्रकांत भोंजाळ

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : प्रथम / सत्र : II
Title of the Course : भाषिक-वाङ्मयीन व्यक्तिमत्त्व विकास भाग-2
Course Code : SEC - 102
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	वाङ्मयीन अंगाने व्यक्तिमत्त्व विकासाचे स्वरूप समजून घेतील.	1
CO 2	विविध वाङ्मयीन कौशल्यांवरील प्रभूत्त्व लक्षात घेतील.	2
CO 3	भाषिक अंगाने व्यक्तिमत्त्व विकासाचे पैलू लक्षात घेतील.	3
CO 4	वाचिक अभिनय व अभिवाचनाची कौशल्ये जाणून घेतील.	4
CO 5	दृक्श्राव्य माध्यमासाठीची आवश्यक कौशल्य जाणून घेतील.	5
CO 6	बातमीवाचन, वृत्तनिवेदन, मुलाखत, चर्चा संयोजन ही कौशल्ये समजून घेतील.	6

घटक		**तासिका**
1.	• व्यक्तिमत्त्व विकास : वाङ्मयीन अंगाने (वाङ्मयीन कौशल्ये आणि प्रभुत्व) • व्यक्तिमत्त्व विकास : भाषिक अंगाने (संभाषण कला, निवेदनकला आणि वक्तृत्व कला)	15
2.	• वाचिक अभिनय आणि अभिवाचनाची कौशल्ये • दृक्श्राव्य माध्यमांसाठीची आवश्यक कौशल्ये (बातमीवाचन, वृत्तनिवेदन, मुलाखत, चर्चासंयोजन)	15

अभ्यासग्रंथ : व्यावहारिक मराठी - ल. रा. नसिराबादकर / संदर्भ : य. च. म. मु. विद्या. पुस्तिका.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : प्रथम / सत्र : II
Title of the Course : मराठी भाषाज्ञान आणि आकलन : भाग 1
Course Code : AEC - 101
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	आपली भाषा, लिपी व व्याकरण समजून घेतील.	1
CO 2	वर्णमाला, वर्णांचे प्रकार, वर्णांची उच्चारस्थाने याविषयी जाणून घेतील.	2
CO 3	मराठी अक्षरांची लेखनपद्धती आणि उच्चारपद्धती समजून घेतील.	3
CO 4	शब्दांची घडण, संधी, संधीचे प्रकार समजून घेतील.	4
CO 5	मराठीचे भाषा ज्ञान होईल.	5
CO 6	मराठी भाषेचे आकलन परिपूर्ण होण्यास मदत होईल.	6

घटक : मराठी भाषाज्ञान आणि आकलन : भाग 1		**तासिका**
1.	• आपली भाषा, लिपी व व्याकरण • व्याकरणाच्या अभ्यासाचे महत्त्व, वर्णविचार, जोडाक्षरांचे लेखन	15
2.	• शब्द विचार, नामे, लिंगविचार, वचनविचार • शब्दसिद्धी	15

संदर्भ ग्रंथ : सुगम मराठी व्याकरण व लेखन - मो.रा. वाळंबे (प्रकरण १, २, ३, ४, ५, ८, ९, १०, ११ व १८)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 2 / सत्र : III
Title of the Course : मराठी व व्यावहारिक मराठी भाग 3 (साहित्यरंग भाग 2, सत्र 3)
Course Code : MAR 105
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	गद्यातील पाठ व लेखकांचे विचार समजून देणे.	1
CO 2	पाठातील महत्त्व विद्यार्थ्यांना समजून देणे.	2
CO 3	पद्यातील कवींचे विचारांची ओळख करुन देणे.	3
CO 4	पद्यातील भावार्थाचा अभ्यास समजून देणे.	4
CO 5	व्यवहारिक मराठी विषयक ओळख करून देणे.	5
CO 6	संगणकावर मराठी टँकलेखन क्रियेची ओळख करुन देणे.	6

घटक	मराठी व व्यावहारिक मराठी भाग 3	तासिका
1.	गद्य विभाग : पाठ 1 ते 5 (साहित्यरंग भाग 2, सत्र 3)	15
2.	पद्य विभाग : कविता 1 ते 5 (साहित्यरंग भाग 2, सत्र 3)	15
3.	व्यावहारिक मराठी : प्रकरणं 1 व 2 (साहित्यरंग भाग 2, सत्र 3)	15
4.	• संगणक, कळफलक आणि टंकलेखन • विकिपिडीयाचा वापर करण्याची प्रक्रिया, • विविध समाज माध्यमांवरील मराठीचा वापर.	15

अभ्यासग्रंथ : साहित्यरंग भाग 2 (सत्र 3)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 2 / सत्र : III
Title of the Course : मराठी व्याकरणाभ्यास भाग 1 (मो. रा. वाळंबे)
Course Code : MAR 106
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मराठी व्याकरणाच्या अभ्यासाची विद्यार्थ्यांना ओळख करुन देणे.	1
CO 2	वर्ण विचाराविषयकची ओळख करुन देणे.	2
CO 3	संधी, स्वरसंधी, व्यंजनसंधी, विसर्गसंधी समजून देणे.	3
CO 4	शब्द विचार, नामे यांची ओळख करुन देणे.	4
CO 5	लिंगविचाराचा अभ्यास विद्यार्थ्यांना समजून देणे.	5
CO 6	वचनविचार विषयक समजून देणे.	6

घटक	मराठी वाकरणाभ्यास भाग 1	तासिका
1.	अ. वर्णविचार 1 व वर्णविचार 2, आ. संधी, स्वरं संधी, व्यंजनसंधी, विसर्गसंधी.	15
2.	अ. शब्दविचार • नामे. आ. लिंगविचार • वचनविचार	15

अभ्यासग्रंथ : सुगम मराठी व्याकरण व लेखन, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, 2015. (प्रकरण - 3, 4, 6, 7, 8, 9, 10 व 11)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 2 / सत्र : III
Title of the Course : मराठी व्याकरणाभ्यास भाग 1 (मो. रा. वाळंबे)
Course Code : MAR Minor 102
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	मराठी व्याकरणाच्या अभ्यासाची ओळख करून देणे.	1
CO 2	वर्णविचार विषयक माहीती समजूण देणे.	2
CO 3	संधी, स्वरसंधी, व्यंजनसंधी, विसर्गसंधी समजून देणे.	3
CO 4	शब्दविचाराविषय ओळख करून देणे.	4
CO 5	नामे विद्यार्थ्यांना समजून देणे.	5
CO 6	लिंगविचार वचनविचार ओळख करून देणे.	6

घटक	**मराठी वाकरणाभ्यास भाग 1**	**तासिका**
1.	वर्णविचार १ व वर्णविचार २	15
2.	संधी, स्वरसंधी, व्यंजनसंधी, विसर्गसंधी	15
3.	• शब्द विचार • नामे	15
4.	• लिंगविचार • वचन विचार	15

अभ्यासग्रंथ : सुगम मराठी व्याकरण, मो. रा. बाळंबे, नितीन प्रकाश, पुणे, 2015. (प्रकरण 3, 4, 6, 7, 8, 9, 10 व 11)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : प्रथम / सत्र : III
Title of the Course : मराठी व्याकरणविचार
Course Code : MAR O.E. 103
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	व्याकरणाच्या अभ्यासाचे महत्त्व समजून घेणे.	1
CO 2	विशेषण विचार, क्रियापद विचार, अव्यय विचार जाणून घेणे.	2
CO 3	मराठी व्याकरण, लेखन स्वरुप जाणून घेणे.	3
CO 4	प्रयोग विचार, समास, शब्दसिद्धी, वाक्यसंश्लेषण समजून घेणे.	4

घटक		**तासिका**
1.	व्याकरणाच्या अभ्यासाचे महत्त्व, विशेषण विचार, क्रियापद विचार, अव्यय विचार	15
2.	प्रयोग विचार, समास, शब्दसिद्धी, वाक्यसंश्लेषण	15

संदर्भ ग्रंथ : सुगम मराठी व्याकरण व लेखन-मो. रा. वाळंबे, नितीन प्रकाशन, 2015 (सुधारित आवृत्ती)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 2 / सत्र : III
Title of the Course : दृक्श्राव्य माध्यमांसाठी लेखन-भाषण-वाचन कौशल्यविकास
Course Code : VSC - 103
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	दृक्श्राव्य माध्यमांचे नेमके स्वरूप विद्यार्थी समजून घेतील.	1
CO 2	मराठीतील दृक्श्राव्य माध्यमांचा इतिहास समजून घेतील.	2
CO 3	आकाशवाणी संबंधित विविध कौशल्ये जाणून घेतील.	3
CO 4	भाषण, चर्चा, मुलाखत, नभोनाटिका, बातमीपत्रे यांचे स्वरुप समजून घेतील.	4
CO 5	दूरचित्रवाणी माध्यमातील कौशल्यांचे स्वरूप समजून घेतील.	5
CO 6	दूरचित्रवाणी माध्यमातील बातमीवाचन, मुलाखत इ. समजून घेतील.	6

घटक		तासिका
1.	• दृक्श्राव्य माध्यमे : संकल्पना, स्वरुप आणि मराठीतील दृक्श्राव्य माध्यमांचा इतिहास • आकाशवाणी संबंधित विविध कौशल्ये (भाषण, चर्चा, मुलाखत, बातमीपत्रे, नभोनाटिका)	15
2.	• दूरचित्रवाणी : लेखन-वाचन-भाषण कौशल्याचे स्वरुप • दूरचित्रवाणी संबंधित विविध कौशल्ये (बातमीवाचन, मुलाखत, चर्चासंयोजन)	15

अभ्यासग्रंथ : व्यावहारिक मराठी - ल. रा. नसिराबादकर / संदर्भ : य.च.म.मु. विद्यापीठ पुस्तिका.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 2 / सत्र : III
Title of the Course : मराठी भाषाज्ञान आणि आकलन : भाग 2
Course Code : AEC - 102
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मराठी भाषेतील शब्दसंपत्ती समजून घेतील.	1
CO 2	वाक्यसंश्लेषण क्रिया जाणून घेतील.	2
CO 3	वाक्यरुपांतर याविषयाची माहिती करून घेतील.	3
CO 4	वाक्प्रचार व म्हणी यांची माहिती मिळेल.	4
CO 5	विरामचिन्हे यांची जाण येईल.	5
CO 6	मराठी भाषेचे ज्ञान होईल.	6

घटक : मराठी भाषाज्ञान आणि आकलन : भाग 2		तासिका
1.	• आपल्या (मराठी) भाषेतील शद्वसंपत्ती : शब्दसिद्धी • वाक्यसंश्लेषण (वाक्यांचे विभाग, प्रकार व संकलन)	15
2.	• वाक्यरूपांतर, • वाक्प्रचार व म्हणी, • विरामचिन्हे	15

संदर्भ ग्रंथ : सुगप मराठी व्याकरण व लेखन - मो.रा. वाळंबे, शद्वरत्न : संपादक वैशाली कार्लेकर.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 3 / सत्र : IV
Title of the Course : मराठी व व्याव. मराठी भाग 4 (साहित्यरंग भाग 2, सत्र 4)
Course Code : MAR 107
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	गद्यातील पाठ व लेखकांचे विचार समजून देणे.	1
CO 2	गद्यातील महत्व विद्यार्थ्यांना समजून देणे.	2
CO 3	पद्यातील भावार्थ समजून सांगणे.	3
CO 4	कवींचा परिचय करून देणे.	4
CO 5	व्यावहारिक मराठी विषयक ओळख करून देणे.	5
CO 6	संवाद, पटकथा, चित्रपटाचे समालोचन व समीक्षणा संदर्भात ओळख करून देणे.	6

घटक	मराठी व व्यावहारिक मराठी भाग 4 (साहित्यरंग भाग 2, सत्र 4)	तासिका
1.	गद्य विभाग पाठ 1 ते 5	15
2.	पद्य विभाग कविता 1 ते 5	15
3.	व्यावहारिक मराठी- पटकथा व संवाद लेखन	15
4.	व्यावहारिक मराठी- स्मरणिका व इतर संपादन कार्य	15

अभ्यासग्रंथ : साहित्यरंग भाग 2 (सत्र 4)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 2 / सत्र : IV
Title of the Course : मराठी व व्याकरणाभ्यास भाग 2 (मो. रा. वाळंबे)
Course Code : MAR 108
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	विभक्ती विचारांची ओळख करुन देणे.	1
CO 2	सामान्य रूप समजवून देणे.	2
CO 3	सर्वनामे विद्यार्थ्यांना समजून देणे.	3
CO 4	विशेषणे याविषयक ओळख करून देणे.	4
CO 5	क्रियापद विचार विद्यार्थ्यांना समजून देणे.	5
CO 6	क्रियापदांचे अल्पप्रकार, आख्यातविचार याविषयक ओळख करून देणे.	6

घटक	मराठी व्याकरणाभ्यास भाग 2	तासिका
1.	अ. विभक्तिविचार • सामान्यरूप आ. सर्वनामे • विशेषणे	15
2.	अ. क्रियापद विचार, आ. क्रियापदांचे अन्यप्रकार, आख्यातविचार आख्याततविकार	15

अभ्यासग्रंथ : सुगम मराठी व्याकरण व लेखन, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे. (प्रकरण 12 ते 19)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 2 / सत्र : IV
Title of the Course : मराठी व व्याकरणाभ्यास भाग 2
Course Code : MAR Minor 103
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	विभक्ति विचारांची ओळख करुन देणे.	1
CO 2	सामान्यरूप, सर्वनामे, विशेषणे, समजून देणे.	2
CO 3	क्रियापद विचारांची ओळखं करून देणे.	3
CO 4	क्रियापदांचे प्रकार आख्यात विचार समजून देणे.	4
CO 5	क्रियाविशेषण अव्यये, केवल प्रयोगी अव्ययें समजून देणे.	5
CO 6	शब्द योगी अव्यये, उभयान्वयी अव्ययोची ओळख करून देणे.	6

घटक	**मराठी व्याकरणाभ्यास भाग 2**	**तासिका**
1.	• विभक्तिविचार • सामान्यरूप • सर्वनामे • विशेषणे	15
2.	• क्रियापद विचार • क्रियापदांचे प्रकार • आख्यातविचार व आख्यातविकार	15
3.	• क्रियाविशेषण अव्यये • केवलप्रयोगी अव्यये • शब्द योगी अव्यये • उभयान्वयी अव्यये	15
4.	प्रयोगविचार	15

अभ्यासग्रंथ : सुगम मराठी व्याकरण व लेखन, मो. रा. वाळंबे (प्रकरण 12 ते 25)

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Name of Programme : बी.एं. मराठी भाषा : वर्ष : प्रथम / सत्र : IV
Title of the Course : मराठी शुद्धलेखनविचार
Course Code : MAR O.E. 104
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	भाषिक शुद्धतेचे महत्त्व समजून घेणे.	1
CO 2	वर्णमाला, जोडाक्षरे व अनुस्वार यातील शुद्धलेखन जाणून घेणे.	2
CO 3	ऱ्हस्व-दीर्घ यांचे नियम, सामान्यरुपांचे नियम, स्वरसंधी व्यंजन संधी जाणून घेणे.	3
CO 4	विसर्गसंधी याविषयीचे नियम समजून घेणे.	4

घटक		**तासिका**
1.	भाषिक शुद्धतेचे महत्त्व, वर्णमाला, जोडाक्षरे व अनुस्वार यातील शुद्धलेखन	15
2.	ऱ्हस्व-दीर्घ यांचे नियम, सामान्यरुपांचे नियम, स्वरसंधी व्यंजन संधी व विसर्गसंधी याविषयीचे नियम	15

संदर्भ ग्रंथ : शुद्धलेखन मार्ग प्रदीप- अरुण फडके, राजहंस प्रकाशन, 2007

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 3 / सत्र : IV
Title of the Course : ग्रंथसंपादन, ग्रंथसिद्धी व ग्रंथप्रकाशन : एक अभ्यास
Course Code : SEC - 103
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	ग्रंथनिर्मितीच्या व्यवसायाचे स्वरूप विद्यार्थी जाणून घेतील.	1
CO 2	ग्रंथनिर्मितीची तंत्र व कला विद्यार्थी जाणून घेतील.	2
CO 3	ग्रंथसंपादन म्हणजे काय ह्याची माहिती करून घेतील.	3
CO 4	ग्रंथ प्रसिद्धी प्रक्रियेचे स्वरूप याची माहिती करून घेतील.	4
CO 5	ग्रंथप्रकाशनाचे विविध घटक समजून घेतील.	5
CO 6	ग्रंथप्रकाशन व ग्रंथविक्री ह्याची माहिती जाणून घेतील.	6

घटक		तासिका
1.	• ग्रंथनिर्मिती : कला, तंत्र आणि व्यवसायाचे स्वरूप • ग्रंथसंपादन : स्वरुप आणि विविध घटक	15
2.	• ग्रंथसिद्धीप्रक्रिया : स्वरूप आणि विविध घटक (मुद्रणप्रत, टंकलेखन कार्य, मुद्रितशोधन) • ग्रंथप्रकाशन : स्वरुप आणि विविध घटक (मुखपृष्ठनिर्मिती व छपाई, पुस्तक-मुद्रण प्रक्रिया, ग्रंथप्रकाशन व ग्रंथविक्री)	15

संदर्भ ग्रंथ : प्रकाशन, संपादन आणि लेखनकौशल्ये - डॉ. उज्ज्वला भोर.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : तृतीय / सत्र : V
Title of the Course : मराठी व व्यावहारिक मराठी - भाग 5 (साहित्यरंग - भाग 3, सत्र 5)
Course Code : MAR 109
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मराठी साहित्याचा प्राचीन ते अर्वाचीन स्थूल परिचय समजून घेणे.	1
CO 2	अर्वाचीन गद्यतील प्रातिनिधिक कृतीचा परिचय करुन घेणे.	2
CO 3	विनाबा भावे, वसंत वऱ्हाडपांडे, साधना आमटे, महेश एलकुंचवार व उर्पिला पवार या साहितिकांचा व त्यांच्या साहित्याचे आस्वाद आकलन करणे.	3
CO 4	मध्ययुगीन कवींच्या काव्याचे स्वरुप प्रातिनिधिक स्वरुपात समजून घेणे.	4
CO 5	संत नामदेव, वसंत वऱ्हाडपांडे, डहाके ग्रेस व सुधाकर गायधनी यांच्या प्राचीन व अर्वाचीन काव्याच्या परिचय करुन घेणे.	5
CO 6	व्यावहारिक मराठीतील मुद्रित माध्यामांसाठी व दृक-श्राध्य माध्यमांसाठी लेखन प्रकाराची वैशिष्टये जाणून घेणे.	6

घटक	मराठी व व्यावहारिक मराठी - 5	तासिका
1.	गद्यविभाग-प्रकरण 1 ते 3	15
2.	गद्य विभाग - प्रकरण 4 ते 5, पद्य विभाग - कविता 1	15
3.	पद्य विभाग : कविता 2 ते 5	15
4.	व्यावहारिक मराठी : प्रकरण 1 ते 2	15

अभ्यासग्रंथ : साहित्यरंग भाग 3 (सत्र 5) संपादक मंडळ, राघव पब्लिशर्स अॅन्ड ड्रिस्ट्रीब्युटर्स, नागपूर.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 3 / सत्र : V
Title of the Course : वाङ्मयीन लेखनकौशल्ये भाग 1
Course Code : MAR 110
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	वाङ्मयीन लेखन कौशल्ये याविषयी जाणून घेतील.	1
CO 2	निबंध या प्रकाराविषयी माहिती होईल.	2
CO 3	कथा याप्रकाराविषयी माहिती होईल.	3
CO 4	स्फुटलेख व वृत्तलेखन याविषयी जाणून घेतील.	4
CO 5	ललितबंधाच्या विविध प्रकारांविषयी जाणून घेतील.	5
CO 6	विनोदी लेखनाविषयी माहिती करून घेतील.	6

घटक	**वाङ्मयीन लेखनकौशल्ये भाग १**	**तासिका**
1.	वाङ्मयीन लेखनकौशल्ये : संकल्पना व स्वरुप	15
2.	निबंध आणि कथा(लघुकथा)	15
3.	स्फुटलेखन आणि वृत्तलेखन	15
4.	ललितबंध (व्यक्तिचित्र, प्रवासलेख इ.) आणि विनोदी लेखन.	15

अभ्यासग्रंथ : व्यावहारिक मराठी ल. रा. नसिराबादकर, संदर्भ : लेखनाचे विविध आकृतिबंध – चंद्रकांत भोंजाळ.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 3 / सत्र : V
Title of the Course : मराठीच्या बोलीभाषा (संपादक अरुण जाखडे)
Course Code : MAR ME 101
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	मराठीच्या बोलीविषयक संकल्पना जाणून घेतील.	1
CO 2	बोलीविषयक स्वरूप व वैशिष्ट्ये जाणून घेतील.	2
CO 3	प्रमाण भाषा व बोली भाषा यांचा अनुबंध समजून घेतील.	3
CO 4	कोकणी व खानदेशी विषयक वैशिष्ट्ये जाणून घेतील.	4
CO 5	वऱ्हाडी व नागपुरी विषयक वैशिष्ट्ये जाणून घेतील.	5
CO 6	चंदगडी व झाडी विषयक वैशिष्ट्ये जाणून घेतील.	6

घटक	**मराठीच्या बोलीभाषा**	**तासिका**
1.	• मराठी बोली : संकल्पना, स्वरुप व वैशिष्ट्ये • प्रमाण व बोली : बंध-अनुबंध	15
2.	• मराठीच्या विविध बोली, • कोकणी आणि खानदेशी	15
3.	• वऱ्हाडी आणि नागपुरी	15
4.	• चंदगडी • झाडी	15

अभ्यासग्रंथ : मराठी बोलीभाषेचे सर्वेक्षण, संपादक अरुण जाखडे, पद्मगंधा प्रकाशन, पुणे.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : तृतीय / सत्र : V
Title of the Course : मराठी भाषा उगम व विकास भाग 1
Course Code : MAR ME 102
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मराठी भाषेची उत्पत्ती व विकास समजून घेणे.	1
CO 2	मराठी भाषेचे स्वरुप जाणून घेणे.	2
CO 3	मराठी भाषेच्या कालिक अवस्था जाणून घेणे.	3
CO 4	प्रमाणभाषा व बोलीचा सहसबंध तपासणे.	4
CO 5	मराठी भाषेतील विविध बोली भाषेचे आकलन करुन घेणे.	5
CO 6	भाषेची विविध रुपे आणि व्यवहार जाणून घेणे.	6

घटक	मराठी भाषा : उद्‌गम व विकास भाग 1	तासिका
1.	• भाषाशास्त्राची सामान्यतत्वे • भाषेचा अभ्यास : पद्धती व शास्त्रे	15
2.	• मराठीची पूर्वपीठिका • मराठी व इतर प्राकृतोद्‌भव व भाषा	15
3.	• मराठी भाषेची उत्पत्ती • मराठीचे कालिक भेद	15
4.	• मराठीची वर्णप्रक्रिया • मराठीचे प्रांतिक व इतर भेद	15

अभ्यासग्रंथ : मराठी भाषा : उगम व विकास, कृ.पा. कुळकर्णी.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 3 / सत्र : V
Title of the Course : वाङ्‌मयीन लेखन कौशल्ये भाग 1
Course Code : MAR Minor 104
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	वाङ्‌मयीन लेखन कौशल्ये याविषयी जाणून घेतील.	1
CO 2	निबंध या प्रकाराविषयी माहिती होईल.	2
CO 3	कथा याप्रकाराविषयी माहिती होईल.	3
CO 4	स्फुटलेख व वृत्तलेखन याविषयी जाणून घेतील.	4
CO 5	ललितबंधाच्या विविध प्रकारांविषयी जाणून घेतील.	5
CO 6	विनोदी लेखनाविषयी माहिती करून घेतील.	6

घटक	वाङ्‌मयीन लेखनकौशल्ये भाग १	तासिका
1.	वाङ्‌मयीन लेखनकौशल्ये : संकल्पना व स्वरुप	15
2.	निबंध आणि कथा(लघुकथा)	15
3.	स्फुटलेखन आणि वृत्तलेखन	15
4.	ललितबंध (व्यक्तिचित्र, प्रवासलेख इ.) आणि विनोदी लेखन.	15

अभ्यासग्रंथ : व्यावहारिक मराठी ल. रा. नसिराबादकर, संदर्भ : लेखनाचे विविध आकृतिबंध – चंद्रकांत भोंजाळ.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 3 / सत्र : V
Title of the Course : पुस्तक परिचय, परीक्षण-समीक्षा-लेखन कौशल्ये
Course Code : VSC - 104
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	पुस्तकाची निर्मिती प्रक्रिया व प्रचार-प्रसार व्यवस्था समजून घेतील.	1
CO 2	ग्रंथ प्रकाशनाचे स्वरूप जाणून घेतील.	2
CO 3	ग्रंथ प्रकाशनाशी संबंधित विविध प्रसार साधनांची माहिती करून घेतील.	3
CO 4	ग्रंथ-परीक्षण व ग्रंथपरीचय म्हणजे काय हे समजून घेतील.	4
CO 5	ग्रंथ समीक्षा व ग्रंथपरीचय म्हणजे काय हे समजून घेतील.	5
CO 6	विविध प्रसारमाध्यमांतील ग्रंथ समीक्षेचे स्वरूप समजून घेतील.	6

घटक		तासिका
1.	• पुस्तकनिर्मिति प्रक्रिया आणि प्रसार-प्रचार व्यवस्था : संकल्पना व स्वरुप • ग्रंथ प्रकाशन-लोकार्पण आणि इतर प्रसार साधने	15
2.	• ग्रंथ-परीक्षण, ग्रंथ-परीचय, ग्रंथसमीक्षा : स्वरूप, वैशिष्टये व लेखनकौशल्ये • ग्रंथ-समीक्षा आणि विविध प्रसारमाध्यमे (दैनिक वृत्तपत्र, मासिके, नियतकालिके, विशेषांक, वार्षिकांक, दिवाळी अंक)	15

संदर्भ ग्रंथ : प्रकाशन, संपादन आणि लेखनकौशल्ये - डॉ. उज्ज्वला भोर.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : तृतीय / सत्र : VI
Title of the Course : मराठी व व्यावहारिक मराठी भाग 6 (साहित्य रंग भाग 3 सत्र 6)
Course Code : MAR 111
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मराठी साहित्याचा प्राचीन ते अर्वाचीन स्थूल परिचय समजून घेणे.	1
CO 2	अर्वाचीन वाङ्मय गद्यतील काही प्रातिनिधिक कृतींचा परिचय करुन घेणे.	2
CO 3	गं.बा. सरदार, सुधीर रसाळ, मिरासदार, या साहित्यिकांचा व यांच्या साहित्याचे आस्वाद व आकलन करणे.	3
CO 4	पु. ल. देशपांडे, सतीश आळेकर यांचे गद्यवाङ्मय व संत एकनाथ व बालकवी यांचे काव्यस्वरुप समजून घेणे.	4
CO 5	तांबे, अनिल, ज्योती लांजेवार यांच्या अर्वाचीन काव्याचा परिचय करुन घेणे.	5
CO 6	व्यवहारिक मराठीतील भाषांतर व अनुवाद व मराठी शुद्धलेखन आणि मुद्रित शोधन समजून घेणे.	6

घटक		तासिका
1.	गद्य विभाग (प्रकरण 1, 2, 3)	15
2.	गद्य विभाग (पाठ 4, 5) पद्य विभाग (कविता 1, 2)	15
3.	पद्य विभाग (कविता 3, 4, 5)	15
4.	व्यावहारिक मराठी (प्रकरण 1, 2)	15

अभ्यासग्रंथ : साहित्यरंग भाग 3 (सत्र 6)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 3 / सत्र : VI
Title of the Course : वाङ्मयीन लेखनकौशल्ये भाग 2
Course Code : MAR 112
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	वाङ्मयीन लेखन कौशल्य विषयक माहिती विद्यार्थी जाणून घेतील.	1
CO 2	बालवाङ्मय लेखन कौशल्य विषयक माहिती विद्यार्थी जाणून घेतील.	2
CO 3	विज्ञानविषयक माहितीवर लेखनाचे स्वरूप समजून घेतील.	3
CO 4	नाटिका, श्रुतिका माहितीवर लेखनाचे स्वरूप समजून घेतील.	4
CO 5	नभोनाट्य लेखनाचे स्वरूप समजून घेतील.	5
CO 6	भाषण संहिता व निवेदन संहिता लेखनाचे स्वरूप समजून घेतील.	6

घटक	**वाङ्मयीन लेखन कौशल्ये भाग 2**	**तासिका**
1.	बालवाङ्मय लेखन / संस्कारक्षम / प्रबोधनपर लेखन	15
2.	विज्ञानविषयक माहितीपर लेखन	15
3.	नाटिका / श्रृतिका / नभोभाटय लेखन	15
4.	भाषण संहिता / निवेदन संहिता लेखन	15

संदर्भ ग्रंथ : लेखनाचे विविध आकृतिबंध, चंद्रकांत भोंजाळ, य.च.म.मु.वि. पुस्तिका.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 3 / सत्र : VI
Title of the Course : वऱ्हाडी बोली आणि साहित्य
Course Code : MAR ME 101
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	वऱ्हाडी बोली : स्वरूप, उगम आणि विकास याविषयी जाणून घेतील.	1
CO 2	वऱ्हाडी बोलीच्या भाषाशास्त्रीय अभ्यासाची माहिती करुन घेतील.	2
CO 3	वऱ्हाडी बोली : ध्वनिविचार, रूपविचार, शब्द-वाक्यविचार याविषयी जाणून घेतील.	3
CO 4	स्वातंत्र्योत्तर वऱ्हाडी साहित्याचे आकलन होईल.	4
CO 5	विदर्भातील इतर बोलींची तुलनात्मक माहिती होईल.	5
CO 6	वऱ्हाडी बोली व साहित्य यांचा अनुबंध समजुन घेतील.	6

घटक	**: वऱ्हाडी बोली आणि साहित्य**	**तासिका**
1.	वऱ्हाडी बोली : स्वरूप, उगम आणि विकास	15
2.	वऱ्हाडी बोली : भाषाशास्त्रीय अभ्यास, नागपुरी, झाडी या बोलींशी तुलना.	15
3.	वऱ्हाडी बोली : ध्वनिविचार, रूपविचार, शब्द-वाक्यविचार	15
4.	स्वातंत्र्योत्तर वऱ्हाडी साहित्य	15

अभ्यासग्रंथ : 1. भारतीय भाषांचे लोकसर्वेक्षण : महाराष्ट्र : संपादक अरुण जाखडे, पद्मगंधा प्रकाशन, पुणे.
2. स्वातंत्र्योत्तर वऱ्हाडी साहित्य - डॉ. शोभा नाफडे.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : तृतीय / सत्र : VI
Title of the Course : मराठी भाषा : उद्‌गम व विकास : भाग 2
Course Code : MAR ME 102
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मराठी भाषेची उत्पत्ती विद्यार्थ्यांना समजून देणे.	1
CO 2	मराठी भाषेचे विविध कालिक भेदाची ओळख करुन देणे.	2
CO 3	मराठी-भाषेचे प्रांतिक व इतर भेद समजून देणे.	3
CO 4	मराठी भाषेची वर्णप्रक्रिया विद्यार्थ्यांना समजून देणे.	4
CO 5	मराठी भाषाविषयक माहिती जाणून घेतील.	5
CO 6	मराठी भाषेच्या उत्पत्तिविषयक ज्ञान समजून घेतील.	6

घटक	मराठी भाषा : उद्‌गम व विकास : भाग 2	तासिका
1.	मराठी भाषेची उत्पत्ती	15
2.	मराठी भाषेचे विविध कालिक भेद	15
3.	मराठी-भाषेचे प्रांतिक व इतर भेद	15
4.	मराठी भाषेची वर्णप्रक्रिया	15

अभ्यासग्रंथ : मराठी भाषा : उद्‌गम व विकास, मेहता पब्लिशिंग हाऊस, पुणे.

OOO

Name of Programme : बी.ए. मराठी भाषा : वर्ष : 3 / सत्र : VI
Title of the Course : वाङ्‌मयीन लेखनकौशल्ये भाग 2
Course Code : MAR Minor 105
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	वाङ्‌मयीन लेखन कौशल्य विषयक माहिती विद्यार्थी जाणून घेतील.	1
CO 2	बालवाङ्‌मय लेखन कौशल्य विषयक माहिती विद्यार्थी जाणून घेतील.	2
CO 3	विज्ञानविषयक माहितीवर लेखनाचे स्वरूप समजून घेतील.	3
CO 4	नाटिका, श्रतिका माहितीवर लेखनाचे स्वरूप समजून घेतील.	4
CO 5	नभोनाट्य लेखनाचे स्वरूप समजून घेतील.	5
CO 6	भाषण संहिता व निवेदन संहिता लेखनाचे स्वरूप समजून घेतील.	6

घटक	वाङ्‌मयीन लेखन कौशल्ये भाग 2	तासिका
1.	बालवाङ्‌मय लेखन / संस्कारक्षम / प्रबोधनपर लेखन	15
2.	विज्ञानविषयक माहितीपर लेखन	15
3.	नाटिका / श्रृतिका / नभोभाटय	15
4.	भाषण संहिता / निवेदन सहिता लेखन	15

संदर्भ ग्रंथ : लेखनाचे विविध आकृतिबंध, चंद्रकांत भोंजाळ.

OOO

Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (Honours Degree)
Title of the Course : अनुवाद आणि भाषांतर : भाग 1
Course Code : MAR - 113
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	भाषांतरमीमांसा : संकल्पना, व्याख्या व स्वरुप समजुण देणे.	1
CO 2	भाषांतर : संकल्पनेचा विकाताची ओळख करुन देणे.	2
CO 3	अनुवाद : शास्त्र की कला समजवून सांगणे.	3
CO 4	ललित साहित्यकृतीचे भाषांतर : प्रश्न व मर्यादा विद्यार्थ्यांस समजूण देणे.	4
CO 5	भारतीय ललित साहित्य : मराठी अनुवाद समजवून सांगणे.	5
CO 6	द. अल्केमिस्ट पाउलो काऊलो ओळख करुन देणे.	6

घटक	भाषांतर आणि अनुवाद : भाग 1	तासिका
1.	• भाषांतरमीमांसा : संकल्पना, व्याख्या व स्वरुप. • भाषांतर : संकल्पनेचा विकास • अनुवाद : शास्त्र की कला?	15
2.	• ललित साहित्यकृतीचे भाषांतर : प्रश्न व मर्यादा • भारतीय ललित साहित्य : मराठी अनुवाद : आढावा विदेशी साहित्य : मराठी अनुवार : आढावा.	15
3.	• वंशवृक्ष (कन्नड-भैरप्पा-मराठी अनुवाद उमा कुलकर्णी), मेहता पब्लिशिंग हाऊस, • परजा (उडिया-गोपीनाथ मोहंती-मराठी-सविता दामले) साहित्य अकादमी.	15
4.	• द. अल्केमिस्ट (पाऊलो काऊलो / मराठी-नितीन कोतापल्ले), पद्मगंधा प्रकाशन, पुणे. • ॲना कॅरेनिना (लिओ टॉलस्टॉय/ मराठी स्मिता लिमये), रिया पब्लिकेशन्स, कोल्हापूर.	15

अभ्यासग्रंथ : भाषांतर मीमांसा, संपादक कल्याणकाळे, अंजली सोमण, चिन्मय प्रकाशन, पुणे.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (Honours Degree)
Title of the Course : मराठी शब्दज्ञान : एक अभ्यास
Course Code : MAR 114
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	समानार्थी विरुद्धाची शब्द विद्यार्थ्यांना समजून देणे.	1
CO 2	शब्दसमूहाबद्दल एक शब्द समजूण देणे.	2
CO 3	एकाच शब्दाचे निरनिराळे अर्थ विद्यार्थ्यांना समजावून सांगणे.	3
CO 4	समूहदर्शक शब्द/ध्वनिदर्शक शब्दांची ओळख करुन देणे.	4
CO 5	जोडीने येणारे शब्द विद्यार्थ्यांना समजवून सांगणे.	5
CO 6	अलंकारिक शब्द व शब्दांच्या जोडीतील फरक विद्यार्थ्यांना समजून देणे.	6

घटक	मराठी शब्दज्ञान : एक अभ्यास	तासिका
1.	• समानार्थी शब्द • विरुद्धार्थी शब्द	15
2.	• शब्दसमूहाबद्दल एक शब्द • एकाच शब्दाचे निरनिराळे अर्थ	15
3.	• समूहदर्शक शब्द • ध्वनिदर्शक शब्द	15
4.	• जोडीने येणारे शब्द • अलंकारिक शब्द • शब्दांच्या जोड्यातील फरक	15

अभ्यासग्रंथ : सुगम मराठी व्याकरण व लेखन : शब्दरत्न, संपादक वैशाली कार्लेकर, नितीन प्रकाशन, पुणे.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (Honours Degree)
Title of the Course : अलंकारशास्त्र : एक अभ्यास्
Course Code : MAR 115
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	अलंकार शास्त्राचा इतिहास विद्यार्थ्यांना समजून देणे.	1
CO 2	अलंकारातील काव्यातील स्थान आणि कार्य यांची ओळख करुन देणे.	2
CO 3	मराठीचे अलंकारशास्त्र समजवून सांगणे.	3
CO 4	अलंकाराचे वर्गीकरण, शब्दालंकार समजून देणे.	4
CO 5	अर्थालंकार : उपमा, अनन्वय, उपमेय, उत्पेक्षा संसदेह, रुपक, अपन्हुती ओळख करुन देणे.	5
CO 6	अर्थालंकार, श्लेष, समासोक्ती, निदर्शना, अतिशयोक्ती, दृष्टांत, व्यतिरिक इ. समजवून सांगणे.	6

घटक	अलंकारशास्त्र : एक अभ्यास	तासिका
1.	• अलंकार शास्त्राचा इतिहास • अलंकारांचे काव्यातील स्थान आणि कार्य • अलंकारांच्या उत्पत्तीची मीमांसा	15
2.	• मराठीचे अलंकारशास्त्र • अलंकारांचे वर्गीकरण • शब्दालंकार	15
3.	• अर्थालंकार : उपमा, अनन्वय, उपमेयोपमा, उत्प्रेक्षा, ससंदेह, रूपक, अपन्हुती.	15
4.	• अर्थालंकार : श्लेष, समासोक्ती, निदर्शना, अप्रस्तुत प्रशंसा, अतिशयोक्ती, दृष्टांत, व्यतिरेक इ.	15

अभ्यासग्रंथ : काव्याची भूषणे, म. वा. धोंड, पद्मगंधा प्रकाशन, पुणे.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (Honours Degree)
Title of the Course : झाडीबोलीचा अभ्यास
Course Code : MAR ME 101
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	झाडीबोली : भाषाशास्त्रीय अभ्यासाची ओळख करून देणे	1
CO 2	कुडाळी व झाडी : तौलनिक आलेख विद्यार्थ्यांना समजवून देणे.	2
CO 3	झाडी, नागपुरी, वऱ्हाडी : यांची ओळख करून देणे.	3
CO 4	झाडी बोली : काही वैशिष्टये विद्यार्थ्यांना समजवून देणे.	4
CO 5	झाडी गद्याचा इंग्रजी अवतार समजवून देणे.	5
CO 6	झाडी बोलीचे ऐश्वर्य विद्यार्थ्यांना पटवून सांगणे.	6

घटक	झाडीबोलीचा अभ्यास	तासिका
1.	• झाडीबोली : भाषाशास्त्रीय अभ्यास • कुडाळी व झाडी : तौलनिक आलेख	15
2.	• झाडी, नागपुरी व वऱ्हाडी : नावे • झाडीबोली : काही वैशिष्टये	15
3.	• झाडी व अन्यभाषा : परस्पर देवाण घेवाण • झाडी गद्याचा इंग्रजी अवतार	15
4.	• झाडी बोलीचे ऐश्वर्य • विवेक सिंधूतील झाडी शब्द	15

अभ्यासग्रंथ : भाषिक भ्रमंती, डॉ. हरिश्चंद्र बोरकर, (काही निवडक प्रकरणे), तारा प्रकाशन, साकोली, 2008.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (Honours Degree)
Title of the Course : मराठी भाषेचे अध्यापन : भाग 1
Course Code : MAR ME 102
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	भाषेची व्यवस्था आणि भाषाशिक्षण याची ओळख करून देणे.	1
CO 2	प्राथमिक स्तरावरील स्वभाव शिक्षण विद्यार्थ्यांना समजवून सांगणे.	2
CO 3	लिखित भाषेचे वर्चस्वाची ओळख करुन देणे.	3
CO 4	भाषेची अध्यापन पद्धती विद्यार्थ्यांनी समजवून सांगणे.	4
CO 5	भाषाविकास व भाषिक व्यवस्थेची ओळख करून देणे.	5
CO 6	माध्यमिक स्तर : स्वभाषेचा अध्यापनाची ओळख करून देणे.	6

घटक	मराठी भाषेचे अध्यापन. भाग 1	तासिका
1.	• भाषेची व्यवस्था आणि भाषाशिक्षण • प्राथमिक स्तरावरील स्वभावशिक्षण	15
2.	• लिखित भाषेचे वर्चस्व • भाषेची अध्यापन पद्धती	15
3.	• भाषणविकास व भाषिक व्यवस्था • प्राथमिक शाळा : स्वभाषेचे अध्यापन	15
4.	• माध्यमिक स्तर : स्वभाषेचे अध्यापन • उच्चशिक्षण संस्था : स्वभाषेचे अध्यापन	15

अभ्यासग्रंथ : मराठी भाषा : व्यवस्था आणि अध्यापन, डॉ. चं. द. इंदापुरकर, कॉन्टिनेन्टल प्रकाशन, पुणे (प्रकरण 13)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (Honours Degree)
Title of the Course : संशोधन पद्धती
Course Code : MAR R.M.
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	संशोशनाची ऐतिहासिक पार्श्वभूमी समजवून देणे.	1
CO 2	साहित्यक्षेत्रीय संशोधन : व्याप्ती व मर्यादेची ओळख करुन देणे.	2
CO 3	संशोधन प्रक्रियेची ओळख करुन देणे.	3
CO 4	शोधक्रियेचे अंतरंग विद्यार्थ्यांना समजवून देणे.	4
CO 5	शोध प्रबंधाचा लेखन बंधविषयी ओळख करून देणे.	5
CO 6	शोध व्यवहारासाठीच्या सूचनाची ओळख करून देणे.	6

घटक	संशोधन पद्धती	तासिका
1.	• संशोधन : ऐतिहासिक पार्श्वभूमी • वैज्ञानिक व सामाजिक शास्त्रांचा क्षेत्रातील संशोधन.	15
2.	• साहित्यक्षेत्रीय संशोधन : व्याप्ती व मर्यादा • संशोधन प्रक्रिया	15
3.	• शोधकियेचे अंतरंग • विद्यापीठीय संशोधन इतर वैशिष्टये	15
4.	• शोध प्रबंधाचा लेखन-बंध • शोध व्यवहारासाठी सूचना • संक्षिप्त रुपे.	15

अभ्यासग्रंथ : संशोधन पद्धती, प्रक्रिया, अंतरंग, डॉ. दु. का. संत, पुणे विद्यार्थी गृह प्रकाशन, पुणे. 1988.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VIII (Honours Degree)
Title of the Course : भाषांतर आणि अनुवाद : भाग 2
Course Code : MAR 116
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	नाटकाच्या भाषांतरातील समस्या सजवून देणे.	1
CO 2	ललितेत्तर वाङ्मयाच्या अनुवादाची ओळख करुण देणे.	2
CO 3	आनंदमठ (बांगला-बँकिमचंद्र चटोपाध्याय मराठी-मृणालिनी गडकरी) ओळख करुन देणे.	3
CO 4	अनुवाद आणि समस्या विषयक ओळख करुन देणे.	4
CO 5	आधे अधुरे (हिंदी-मोहन राकेश / मराठी / विजय तेंडुलकर विद्यार्थ्यांना समजवून सांगणे.	5
CO 6	द ऑल्ड मॅन अँड द सी : (इंग्लिश-अर्नेस्ट हेमिंग्वे मराठी - पु.ल. देशपांडे) विद्यार्थ्यांना समजूण देणे.	6

घटक	भाषांतर आणि अनुवाद : भाग 2	तासिका
1.	• नाटकाच्या भाषांतरातील समस्या • अनुवाद : एक व्यवसाय व व्यवहार	15
2.	• ललितेतर वाङ्मयाचा अनुवाद • अनुवाद आणि समीक्षा	15
3.	• आनंदमठ (बांगला-बंक्मिचंद्र चटोपाध्याय/मराठी-मृणालिनी गडकरी), स्वानंदी प्रकाशन, पुणे. • गाइड (इंग्लिश-आर.के. नारायण/मराठी उल्का राऊत) रोहन प्रकाशन, पुणे.	15
4.	• आधे अधुरे (हिंदी-मोहन राकेश / मराठी विजय तेंडुलकर) • द ओल्ड मॅन अँड द सी. (इंग्लिश-अर्नेस्ट हेमिंग्वे/मराठी पु.ल. देशपांडे - एका कोळियाने, देशमुख आणि कंपनी, पुणे.	15

अभ्यासग्रंथ : भाषांतर मीमांसा, संपादक कल्याण काळे, अंजली सोमण चिन्मय प्रकाशन पुणे.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VIII (Honours Degree)
Title of the Course : प्रसारमाध्यमे आणि मराठी
Course Code : MAR 117
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	प्रसारमाध्यममे व जनसंवादी संकल्पना व स्वरूप समजून घेणे.	1
CO 2	प्रसारमाध्यमांच्या प्राचीन कालखंडांचा आढावा घेणे.	2
CO 3	प्रसारमाध्यमे आणि साहित्यव्यवहार यांचा अनुबंध पाहणे.	3
CO 4	प्रसारमाध्यमांचा समाजावर होणारा परिणाम व त्याची प्रभावशीलता अभ्यासणे.	4
CO 5	विविध प्रसारमाध्यमांचा आढावा घेणे.	5
CO 6	माहीती तंत्रज्ञानाची आधुनिक साधने भाषाकौशल्य आणि साहित्यकौशल्य समजून घेणे.	6

घटक	प्रसार माध्यमे आणि मराठी	तासिका
1.	प्रसारमाध्यमे व जनसंवादमाध्यमे : संकल्पना व स्वरूप • पारंपरिक प्रसारमाध्यमांचे स्वरुप प्राचीन कालखंड • आधुनिक प्रसारमाध्यमे व संवाद कौशल्य.	15
2.	प्रसारमाध्यमे आणि साहित्यव्यवहार : सहसंबंध प्राचीन ते अर्वाचीन मराठी साहित्य • मुद्रित प्रसारमाध्यमे आणि मराठी साहित्य वृत्तपत्रे, नियकालिके मासिके.	15

3. दृक - श्राव्य प्रसारमाध्यमे : नभोवाणी, दूरचित्रवाणी, चित्रपट, संगणक, मोबाईल (भ्रमणयंत्र), इंटरनेट इ. • दृक-श्राव्य माध्यमे आणि मराठी साहित्याभ्यास: अनुबंध 15

4. माहिती तंत्रज्ञानाची अत्याधुनिक साधने : भाषाकौशल्ये आणि साहित्यकौशल्ये • मुद्रित व दृक श्राव्य माध्यमांसाठी वृत्ते, वृत्तांत आणि वृत्तलेख • दृक - श्राव्य माध्यमांसाठी संहिता लेखनाचे स्वरूप : चित्रपट, मालिका, संगीतिका, नाटिका मुलाखती इत्यादी. 15

अभ्यासग्रंथ : व्यावहारिक मराठी - ल. रा. नसिराबादकर

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VIII (Honours Degree)
Title of the Course : छंदशास्त्र : एक अभ्यास
Course Code : MAR 118
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	छंदत्व आणि छंदशास्त्र यांची ओळख करुण देणे.	1
CO 2	लय, मात्रा आणि ताला समजवून सांगणे.	2
CO 3	वृत्ताविचार अक्षरविचार गणविचार व मात्राविचार विद्यार्थ्यांना समजवून सांगणे.	3
CO 4	गण, यती आणि वृत्तांचे वर्गीकरणाची ओळख करुन देणे.	4
CO 5	वृत्तप्रकार : अक्षरगणवृत्ते यांची ओळख करुन देणे.	5
CO 6	जातिप्रकार : भृंगावर्तनी आणि पद्मावर्तनी जाती/ मात्रावृत्ते समजूण सांगणे.	6

घटक	**छंदशास्त्र : एक अभ्यास**	**तासिका**
1.	• छंदत्व आणि छंदशास्त्र • लय, मात्रा आणि ताल • आवर्तनी व अनावर्तनी पश्न प्रकार • पद्य आणि सूर यांचे नाते.	15
2.	• वृत्तविचार • अक्षरविचार, गणविचार व मात्राविचार • गण, यती आणि वृत्तांचे वर्गीकरण.	15
3.	• वृत्तप्रकार : अक्षरगणवृत्ते • त्र्यक्षरी गणांची आवर्तनी व अनावर्तनी समवृत्ते • जातिमागावत विचार : जातींची संख्या व जातींची वर्गवारी.	15
4.	• जातिप्रकार : भृंगावर्तनी आणि पद्मावर्तनी जाती/मात्रावृते • छंदविचार आणि छंदप्रकार : प्राचीन छंद, अर्वाचीन छंद	15

अभ्यासग्रंथ : छंदशास्त्र संगीत, बाबुराव जोशी, अजब पुस्तकालय, कोल्हापूर, 1980.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : 4 / सत्र : VIII (Honours Degree)
Title of the Course : संस्कृत आणि प्राकृत भाषा : अनुबंध
Course Code : MAR ME 101
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	भाषा : व्याकरण आणि इतिहासाची ओळख करुन देणे.	1
CO 2	वेद व पाणिनी : आधुनिक दृष्टिकोण समजूण देणे.	2
CO 3	संस्कृतभाषेचा विकासक्रम लौकिक व्यवहारातील संस्कृत भाषेची ओळख करुण देणे.	3
CO 4	संस्कृत आणि प्राकृत : भाषिक संबंधाची ओळख करुन देणे.	4
CO 5	संस्कृत आणि प्राकृत : सामाजिक संबंध समजूण देणे.	5
CO 6	संस्कृत व प्राकृत अनुबंधाचा शोध लक्षात येणे.	6

घटक		तासिका
1.	• भाषा : व्याकरण आणि इतिहास, • वेद व पाणिनी : आधुनिक दृष्टिकोण	15
2.	संस्कृत भाषेचा विकासक्रम लौकिक व्यवहारातील संस्कृत भाषा	15
3.	संस्कृत आणि प्राकृत : भाषिक संबंध	15
4.	संस्कृत आणि प्राकृत : सामाजिक संबंध	15

अभ्यासग्रंथ : संस्कृत आणि प्राकृत भाषा, डॉ. माधव मुरलीधर देशपांडे, शुभदा सारस्वत प्रकाशन, पुणे, 1995.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VIII (Honours Degree)
Title of the Course : मराठी भाषेचे अध्यापन : भाग 2
Course Code : MAR ME 102
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	परभाषा म्हणून मराठीचे अध्यापनः आवश्यक व स्वरुप समजावून देणे.	1
CO 2	परभाषाशिक्षण आणि स्वभाषाव्यत्यय समजावून सांगणे.	2
CO 3	वैधर्म्यलक्ष्यी अभ्यास विद्यार्थ्यांना समजावून सांगणे.	3
CO 4	स्वनव्यवस्था विद्यार्थ्यांना समजावून सांगणे.	4
CO 5	रुप व्यवस्था विषयक ओळख करून देणे.	5
CO 6	परभाषा मराठी : अभ्यासक्रम, पद्धती व मूल्यमापन समजावून सांगणे.	6

घटक	**मराठी भाषेचे अध्यापन : भाग 2**	**तासिका**
1.	परभाषा म्हणून मराठीचे अध्यापन : आवश्यकता व स्वरुप	15
2.	परभाषाशिक्षण आणि स्वभाषाव्यत्यय	15
3.	वैधर्म्यलक्ष्यी अभ्यास : स्वनव्यवस्था, रुप व्यवस्था व वाक्यव्यवस्था	15
4.	परभाषा मराठी : अभ्यासक्रम, पद्धती व मूल्यमापन	15

अभ्यासग्रंथ : मराठी भाषा : व्यवस्था आणि अध्यापन, डॉ. चं. द. इंदापुरकर, कॉन्टिनेन्टल प्रकाशन, पुणे (प्रकरण 14)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (RESEARCH DEGREE)
Title of the Course : देवनागरी लिपीचा अभ्यास : भाग 1
Course Code : MAR 113
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	प्राचीन भारतीय लेखनकला : संकल्पना, स्वरुप आणि उगम विद्यार्थ्यांना समजून देणे.	1
CO 2	भारतातील प्राचीन लिप्या : उगम आणि विकासाची ओळख करुन देणे.	2
CO 3	ब्राह्मणी आणि खरोष्ट्री लिप्या बद्दलची ओळख करुन देणे.	3
CO 4	भारतातील इतर लिप्यांचा इतिहास (देवनागरी, मोडी अशोक) समजून देणे.	4
CO 5	भारतीय आकड्यांचा उगम समजून देणे.	5
CO 6	भारतीय आकड्यांचा विकास बद्दलची ओळख करुन देणे.	6

घटक	देवनागरी लिपीचा अभ्यास : भाग 1	तासिका
1.	प्राचीन भारतीय लेखनकला : संकल्पना, स्वरूप आणि उगम (प्रकरण पहिले)	15
2.	भारतातील प्राचीन लिप्या : उगम आणि विकास : ब्राह्मी आणि खरोष्ट्री (प्रकरण दुसरे वे तिसरे)	15
3.	भारतातील इतर लिप्यांचा इतिहास : देवनागरी, मोडी, अशोक (प्रकरण चवथे)	15
4.	भारतीय आकड्यांचा उद्‌गम आणि विकास (प्रकरण पाचवे)	15

अभ्यासग्रंथ : देवनागरी मुद्राक्षरलेखन कला (खंड पहिला) – बापूराव नाईक, महा. राज्य साहित्य संस्कृती मंडळ, मुंबई, 1982.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (Research Degree)
Title of the Course : मराठीचे उच्चारशास्त्र : एक अभ्यास
Course Code : MAR - 114
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	वर्णमाला विद्यार्थ्यांना समजुण देणे.	1
CO 2	वर्णांचे प्रकार, स्वरांचे प्रकार, व्यंजनाचे प्रकारांची विद्यार्थ्यांना ओळख करून देणे.	2
CO 3	मराठीची वर्णमाला आणि वर्णांचे प्रकार विद्यार्थ्यांना समजून देणे.	3
CO 4	महाप्राणाविषयक स्पष्टीकरण करुन देणे.	4
CO 5	वर्णांची उच्चार सस्थाने विद्यार्थ्यांना समजूण देणे.	5
CO 6	'अ' चे उच्चार, इतर स्वरांचे उच्चार विद्यार्थ्यांना समजून सांगणे.	6

घटक	मराठीचे उच्चारशास्त्र : एक अभ्यास	तासिका
1.	• वर्णमाला • वर्णांचे प्रकार • स्वरांचे प्रकार • व्यंजनांचे प्रकार	15
2.	• मराठीची वर्णमाला आणि वर्णांचे प्रकार • महाप्राणविषयक स्पष्टीकरण • क्ष व ज्ञ यांच्या विषयी स्पष्टीकरण	15
3.	• वर्णांची उच्चा सस्थाने • मराठीतील स्वरांची उच्चारपद्धती	15
4.	• 'अ'चे उच्चार • इतर स्वरांचे उच्चार • अनुस्वाराचे उच्चार • विसर्गाचा उच्चार	15

अभ्यासग्रंथ : सुगम मराठी व्याकरण व लेखन, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे. सुधारित आवृत्ती 2015 (प्रकरणे 3, 4 व 5)

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (Research Degree)
Title of the Course : नागपुरी बोलीचा अभ्यास
Course Code : MAR ME 101
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	नागपुरी बोली : स्वरुप आणि आघात विचार विद्यार्थ्यांना समजूण देणे.	1
CO 2	नागपुरी बोली : ध्वनिविचारांची ओळख करुन देणे.	2
CO 3	नागपुरी बोली : रुपविचार, शब्दविचार व वाक्यरचना समजूण देणे.	3
CO 4	नागपुरी बोली : शब्दविचारांची ओळख करून देणे.	4
CO 5	नागपुरी बोली : अन्यभाषा संपर्क विद्यार्थ्यांना ओळख करून देणे.	5
CO 6	नागपुरी बोलीचे भाषिक नमुने विद्यार्थ्यांना समजून देणे.	6

घटक	नागपुरी बोलीचा अभ्यास	तासिका
1.	नागपुरी बोली : स्वरुप आणि आघात विचार	15
2.	नागपुरी बोली : ध्वनिविचार	15
3.	नागपुरी बोली : रुपविचार, शब्दविचार व वाक्यरचना	15
4.	नागपुरी बोली : अन्यभाषा संपर्क व नागपुरी बोलीचे भाषिक नमुने.	15

अभ्यासग्रंथ : नागपुरी बोली : भाषाशास्त्रीय अभ्यास, डॉ. वसंत वऱ्हाडपांडे.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (Research Degree)
Title of the Course : आंतरजाल आणि विविध सामाजमाध्यमे
Course Code : MAR ME 102
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	संगणक व आंतरजाल (इंटरनेट) : संकल्पना उगम आणि विकास ओळख करून देणे.	1
CO 2	समाज माध्यमे (शालेय मिडीया) : संकल्पना व स्वरुप समजून देणे.	2
CO 3	गुगल व मराठीभाषा विषयक ओळख करून देणे.	3
CO 4	फेसबुक आणि मराठी भाषाविषयक ओळख करू देणे.	4
CO 5	वॉट्सअप आणि मराठी भाषा विषयक ओळख करुन देणे.	5
CO 6	वेवसाईट, ट्विटर, ब्लॉग व मराठी भाषा विषयक समजूण देणे.	6

घटक	आंतरजाल आणि विविध समाजमाध्यमे	तासिका
1.	संगणक व आंतरजाल (इंटरनेट) : संकल्पना, उगम आणि विकास	15
2.	समाजमाध्यमे (शोशल मिडीया) : संकल्पना व स्वरूप	15
3.	गुगल, फेसबुक, वॉट्सअप आणि मराठी भाषा	15
4.	वेबसाईट, ट्विटर, ब्लॉग व मराठी भाषा	15

अभ्यासग्रंथ : फेसबुक, अतुल कहाते, मनोविकास प्रकाशन, पुणे, 2012.
गुगल अतुल कहाते, मनोविकास प्रकाशन, पुणे, 2012.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VII (Research Degree)
Title of the Course : संशोधन पद्धती
Course Code : Minor R.M.
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	संशोशनाची ऐतिहासिक पार्श्वभूमी समजवून देणे.	1
CO 2	साहित्यक्षेत्रीय संशोधन : व्याप्ती व मर्यादेची ओळख करुन देणे.	2
CO 3	संशोधन प्रक्रियेची ओळख करुन देणे.	3
CO 4	शोधक्रियेचे अंतरंग विद्यार्थ्यांना समजवून देणे.	4
CO 5	शोध प्रबंधाचा लेखन बंधविषयी ओळख करून देणे.	5
CO 6	शोध व्यवंहारासाठीच्या सूचनाची ओळख करून देणे.	6

घटक	संशोधन पद्धती	तासिका
1.	• संशोधन : ऐतिहासिक पार्श्वभूमी • वैज्ञानिक व सामाजिक शास्त्रांचा क्षेत्रातील संशोधन.	15
2.	• साहित्यक्षेत्रीय संशोधन : व्याप्ती व मर्यादा • संशोधन प्रक्रिया	15
3.	• शोधकियेचे अंतरंग • विद्यापीठीय संशोधन विविध इतर व वैशिष्टये	15
4.	• शोध प्रबंधाचा लेखन-बंध • शोध व्यवहारासाठी सूचना • संक्षिप्त रुपे.	15

अभ्यासग्रंथ : संशोधन पद्धती, प्रक्रिया, अंतरंग, डॉ. टु. का. संत, पुणे विद्यार्थी गृह प्रकाशन, पुणे. 1988.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VIII (Research Degree)
Title of the Course : देवनागरी लिपीचा अभ्यास : भाग 2
Course Code : MAR 115
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	देवनागरी लिपी : संकल्पना व स्वरूप याची ओळख करुन देणे.	1
CO 2	देवनागरीची लेखनकला समजून देणे.	2
CO 3	भारतीय लिप्या समजून सांगणे.	3
CO 4	मुद्राक्षरलेखन कलेची प्रगती समजून देणे.	4
CO 5	देवनागरी मुद्राक्षर लेखन कलेची प्रगती समजून सांगणे.	5
CO 6	देवनागरी लिपीचे महत्त्व लक्षात येणे.	6

घटक	देवनागरी लिपीचा अभ्यास : भाग 2	तासिका
1.	देवनागरी लिपी : संकल्पना व स्वरूप (प्रकरण सहावे)	15
2.	देवनागरीची लेखनकला (प्रकरण सातवे)	15
3.	भारतीय लिप्या : मुद्राक्षरलेखन कलेची प्रगती (प्रकरणे आठवे व नववे)	15
4.	देवनागरी मुद्राक्षरकलेची प्रगती (प्रकरण दहावे व अकरावे)	15

अभ्यासग्रंथ : देवनागरी मुद्राक्षरलेखनकला (खंड पहिला), बापूराव नाईक, महा. राज्य साहित्य संस्कृती मंडळ, मुंबई, 1922.

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VIII (Research Degree)
Title of the Course : चित्रपट आणि मालिका : लेखनकौशल्ये
Course Code : MAR : 116
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	चित्रपट : कथा आणि पटकथा : स्वरूप व वैशिष्टये या विषयक ओळख करुन देणे.	1
CO 2	टि.व्ही. मालिका व वेबसिरीज : कथा आणि पटकथा स्वरुप आणि वैशिष्टये समजून देणे.	2
CO 3	चित्रपट : संवादलेखन, दुश्यलेखन व संपादन स्वरुप आणि वैशिष्टये समजून देणे.	3
CO 4	चित्रपट : संवादलेखन विद्यार्थ्यांना समजून देणे.	4
CO 5	मालिका : संवादलेखन विद्यार्थ्यांना समजून देणे.	5
CO 6	मालिका : दृश्यलेखन व संपादन : स्वरुप आणि वैशिष्टयांची ओळख करुन देणे.	6

घटक	चित्रपट आणि मालिका : लेखनकौशल्ये	तासिका
1.	चित्रपट : कथा आणि पटकथा : स्वरुप आणि वैशिष्ट्ये	15
2.	टिव्ही मालिका व वेबसिरीज : कथा आणि पटकथा : स्वरुप आणि वैशिष्ट्ये	15
3.	चित्रपट : संवादलेखन, दृश्यलेखन व संपादन : स्वरूप आणि वैशिष्ट्ये	15
4.	मालिका : संवादलेखन, दृश्यलेखन व संपादन : स्वरूप आणि वैशिष्ट्ये	15

संदर्भ ग्रंथ : व्यावहारिक मराठी – नसिराबादकर/ मराठी साहित्य आणि चित्रपट – डॉ. प्रवीण महाजन

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VIII (Research Degree)
Title of the Course : मंचीय निवेदनाची लेखन – भाषण कौशल्ये
Course Code : MAR ME 101
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मंचीय निवेदन व सुत्रसंचानः संकल्पना व स्वरुप विद्यार्थ्यांना समजूण देणे.	1
CO 2	मंत्रीय निवेदन : विविध प्रकाराची ओळख (वाङ्मयीन, शैक्षणीक, सांस्कृतिक इ.) करुन देणे.	2
CO 3	मंचीय निवेदन : वाचन, भाषण या विषयक ओळख करुन देणे.	3
CO 4	मंचीय निवेदन : संहिता लेखन कौशल्याची ओळख करून देणे.	4
CO 5	मंचीय निवेदन : स्वरुप व घटक समजूण देणे.	5
CO 6	निवेदन व सूत्रसंचालन : व्यक्तिमत्वाचे गुण, आवश्यक कलाकौशल्ये, बहुश्रुतेता आणि ज्ञान समजूण देणे.	6

घटक	मंचीय निवेदनाची लेखन – भाषण – कौशल्ये	तासिका
1.	मंचीय निवेदन व सत्रसंचालन : संकल्पना व स्वरुप	15
2.	मंचीय निवेदन : विविध प्रकार (वाङ्मयीन, शैक्षणिक, समिाजिक, सांस्कृतिक, राजकीय इ. कार्यक्रम)	15
3.	मंचीय निवेदन : वाचन, भाषण व संहिता लेखन कौशल्ये : स्वरुप आणि घटक	15
4.	निवेदन व सूत्रसंचालन : व्यक्तिमत्त्वाचे गुण, आवश्यक कलाकौशल्ये, बहुश्रुतता आणि ज्ञान.	15

संदर्भ ग्रंथ : व्यावहारिक मराठी – नसिराबादकर

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Name of Programme : बी.ए. मराठी भाषा : वर्ष : चतुर्थ / सत्र : VIII (Research Degree)
Title of the Course : डबिंग (पार्श्व-संवादांतर) : कलातंत्राचा अभ्यास
Course Code : MAR ME 102
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	डबिंग : तंत्र प्रकार आणि कलाप्रकार : संकल्पना आणि स्वरुप विषयक माहिती देणे.	1
CO 2	डबिंग तंत्र : वैश्विक आणि भारतीय इतिहासाची ओळख करुन देणे.	2
CO 3	डबिंग कला व तंत्र आणि मराठी भाषा यांची ओळख करून देणे.	3
CO 4	डबिंग (पार्श्व- संवादांतर) : अनुवाद, भाषांतर घटकाचा विचार मराठींच्या संदर्भात समजून देणे.	4
CO 5	डबिंग (पार्श्व-संवादांतर) : संहिता लेखन, उच्चारण ओळख करुन देणे.	5
CO 6	डबिंग (पार्श्व-संवादांतर) संवादफेक इ. घटकांचा विचार मराठीच्या संदर्भात ओळख करुन देणे.	6

घटक	डबिंग (पार्श्व संवादांतर) : कलातंत्राचा अभ्यास	तासिका
1.	डबिंग : तंत्र प्रकार आणि कलाप्रकार : संकल्पना आणि स्वरुप	15
2.	डबिंग तंत्र : वैश्विक आणि भारतीय इतिहास	15
3.	डबिंग कला व तंत्र आणि मराठी भाषा	15
4.	डबिंग (पार्श्व-संवादांतर) : अनुवाद, भाषांतर, संहिता लेखन, उच्चारण, संवादफेक इ. घटकांचा विचार मराठीच्या संदर्भात.	15

संदर्भ : आंतरजालावरील माहितीच्या वेबसाईट्स.

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B.A. मराठी साहित्य (चार वर्षीय अभ्यासक्रम)

प्रश्नपत्रिकेचा आराखडा

गणविभाजन : सत्र I, II, III, IV, V, VI, VII, VIII (Honours / Research)

For Major / Minor Open Elective Subject

प्रत्येक लेखी सत्रांत परीक्षा – 80 गुण (4 Credit)
प्रत्येक सत्रांतील अंतर्गत मूल्यमापन – 20 गुण

प्रत्येक सत्रातील प्रश्नपत्रिकेचे एकूण गुण 100 (4 Credit)

प्रत्येक लेखी सत्रांत परीक्षा – 40 गुण (2 Credit)
अंतर्गत मूल्यमापन – 10 गुण

प्रत्येक सत्रातील प्रश्नपत्रिकेचे एकूण गुण – 50 (2 Credit)

कौशल्यकेंद्री (Skill Subjeet) व इतर प्रश्नपत्रिका : गुणांकन

प्रश्नपत्र	लेखी परीक्षा (Theory)	क्रियाकलाप (Activity)	अंतर्गत मूल्यमापन (CIE-Continuous Internal Evaluation)	एकूण गुण Total Marks	उत्तीर्ण किमान गुण Min Passing Marks	Credits
VSC	-	50	50	100	50	02
SEC	-	50	50	100	50	02
AEC	50	-	50	100	50	02
IKS	40	-	10	50	20	02

प्रश्नपत्रिकेचे स्वरूप

1. अभ्यासक्रमातील निर्धारित चारही घटकांवर अथवा दोन घटकांवर प्रश्नपत्रिकेमध्ये प्रश्न राहतील व काही प्रश्नपत्रिका चार श्रेयांकांच्या (Credit) तर काही दोन श्रेयांकाच्या (Credit) राहतील.
2. 4 Credit च्या प्रत्येक प्रश्नपत्रिकेमध्ये प्रत्येकी 16 गुणांचे 5 प्रश्न राहतील.
3. 2 Credit च्या Major/Minor विषयांच्या प्रश्नपत्रिकेमध्ये प्रत्येकी 8 गुणांचे 5 प्रश्न राहतील. (एकूण 40 गुण)
4. 2 Credit च्या A.F. C. (विषयाची लेखी प्रश्नपत्रिकेत 10 गुणांचे 5 प्रश्न राहतील. (एकूण 50 गुण)
5. 2 Credit च्या IKS विषयाच्या लेखी प्रश्नपत्रिकेत 8 गुणांचे 5 प्रश्न राहतील. (एकूण 40 गुण)
6. चार / दोन घटकांवर अंतर्गत पर्यायांसह आधारित प्रश्न राहतील.
7. पाचवा प्रश्न अनिवार्य असून त्यात प्रत येक घटकावर 2 गुणांचा एक प्रश्न, असे एकूण 8 प्रश्न MCQ (बहुपर्यायी वस्तुनिष्ठ) स्वरूपांचे राहतील. (4 Credit साठी)
8. पाचवा प्रश्न अनिवार्य असून त्यात प्रत्येक घटकांवर 2-2 गुणांचे 2 प्रश्न असे एकूण 4 प्रश्न MCQ (बहुपर्यायी वस्तुनिष्ठ) स्वरूपांचे राहतील. (2 Credit Major/Minor Subject/ Open Elective/व इतर विषय)
9. 4 Credit ची प्रश्नपत्रिका (80 गुणांची) सोडविण्याचा अवधी 3 तासांचा व 2 Credit ची Major/Minor/O.E./ इतर ची प्रश्नपत्रिका (40/50 गुणांची) सोडविण्याचा अवधी 2 तासांचा राहील.

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अंतर्गत मूल्यमापन

बी.ए. : मराठी साहित्य

20 गुण : कृती विभाजन (4 Credit) (Major / Minor / Open Elective)

1	गृहपाठ	–	5 गुण
2	मुलाखत / सर्वेक्षण	–	5 गुण
3	गटचर्चा / परिसंवाद	–	5 गुण
4	मौखिकी	–	5 गुण
	एकूण		**20 गुण**

10 गुण : कृतीविभाजन (2 Credits/Major/Minor Open Elective/IKS Subject)

1	गृहपाठ	–	5 गुण
2	मौखिकी	–	5 गुण
	एकूण		**10 गुण**

Skill Subject कृतीविभाजन (VSC, SEC, AEC etc.)

50 गुण – Activity : लघुप्रकल्प (Project on Subject) /क्षेत्रप्रकल्प/इतर Activity

50 गुण – अंतर्गत मूल्यमापन : गृहपाठ+मौखिकी+मुलाखत+गटचर्चा+परिसंवाद+सर्वेश्रण इत्यादी

प्रश्नपत्रिका आराखडा

4 Credit (एकूण गुण 80) (Major & Minor Subject)

प्रश्न 1	:	8 गुणांच्या 2 प्रश्नाचा एक गट पर्यायासह. (गट अ किंवा गट ब)	घटक 1 वर	(8 x 2 = 16)
प्रश्न 2	:	8 गुणांच्या 2 प्रश्नाचा एक गट पर्यायासह. (गट अ किंवा गट ब)	घटक 2 वर	(8 x 2 = 16)
प्रश्न 3	:	4-4 गुणांच्या चार लघुत्तरी प्रश्नांचा गट पर्यायांसह	घटक 3 वर	(4 x 4 = 16)
प्रश्न 4	:	4-4 गुणांच्या चार लघुत्तरी प्रश्नांचा गट पर्यायांसह	घटक 4 वर	(4 x 4 = 16)
प्रश्न 5	:	2-2 गुणांचे आठ प्रश्न MCQ (वस्तुनिष्ठ पर्यायी) स्वरूपाचे. (प्रत्येक घटकांवर 2 प्रश्न)		(2 x 8 = 16)

2 Credit (एकूण गुण 40) (Major & Minor Subject/ IKS)

प्रश्न 1	:	8 गुणांचा एक प्रश्न पर्यायासह.	घटक 1 वर
प्रश्न 2	:	8 गुणांचा एक प्रश्न पर्यायासह.	घटक 2 वर
प्रश्न 3	:	4 गुणांच्या 2 प्रश्नांचा एक गट पर्यायासह. (गट अ किंवा ब.)	घटक 1 वर
प्रश्न 4	:	4 गुणांच्या 2 प्रश्नांचा एक गट पर्यायासह. (गट अ किंवा ब.)	घटक 2 वर
प्रश्न 5	:	2 - 2 गुणांचे 4 प्रश्न MCQ (बहुपर्यायी वस्तुनिष्ठ) स्वरूपाचे. अनिवार्य. (प्रत्येक घटकांवर 2 प्रश्न) (2 x 4 = 8) (AEC - वरीलप्रमाणे 10 गुणांचे 5 प्रश्न)	

B.A. मराठी भाषा (चार वर्षीय अभ्यासक्रम)

प्रशिक्षण कार्य किंवा क्षेत्र प्रकल्प (4 Credit / 2 Credit)

(On Job Training OR Internalship / Apprenticeship / Field Project)

प्रशिक्षण कार्याचे स्वरूप : विद्यार्थ्यांना 4 Credit चे प्रशिक्षण कार्य पूर्ण करण्यासाठी एखाद्या मान्यताप्राप्त संस्थेत किमान 4 सप्ताह (4 Week) व कमाल 6 सप्ताह (6 Week) प्रत्यक्ष कार्यक्षेत्री जाऊन काम केल्याचे उपस्थिती व कार्य प्रमाणपत्र आवश्यक राहील.

प्रशिक्षण कार्यक्षेत्र : परिसरातील वा शहरातील/गावातील वा महाविद्यालयाशी संलग्न जिल्ह्यातील मान्यताप्राप्त वा शासकीय ग्रंथालये, वाचनालये, वृत्तपत्रांच्या कचेऱ्या, जिल्हास्तरावरील वृत्तपत्रांची केंद्रे, वाहिन्यांची कार्यालये, दूरदर्शन, आकाशवाणी केंद्रे, महाविद्यालयांची ग्रंथालये (स्वतःचे महाविद्यालय सोडून) यापैकी कुठल्याही कार्यक्रेंद्रावर जाऊन प्रशिक्षणकार्य पूर्ण करावे.

- सत्र संपण्यापूर्वीच हे प्रशिक्षण कार्य पूर्ण करणे अनिवार्य राहील.

क्षेत्रप्रकल्प (Field Project) : आपल्या 'मराठी भाषा' या विषयांतर्गत कुठलाही एक क्षेत्रप्रकल्प तयार करून तो लिखित व मुद्रित स्वरूपात (किमान 50 व कमाल 100 पृष्ठे) (4 Credit) किमान 25 पृ. व कमाल 50 पृष्ठे (2 Credit) विभागात सादर करणे अनिवार्य राहील. या प्रकल्पाच्या मूल्यांकनानंतर विद्यार्थ्यास 4/2 Credit प्रदान केले जातील.

बी.ए. सत्र VII व VIII

शोधप्रकल्प – सत्र VII (Research) (4 Credit)

शोधप्रकल्प – सत्र VIII (Research) (8 Credit)

शोधप्रकल्प अभ्यासक्षेत्र : प्रत्येक विद्यार्थ्यस बी.ए. मराठी भाषा (Research Digree) च्या चतुर्थ वर्षात एक संशोधन प्रकल्प करणे अनिवार्य आहे. हा प्रकल्प 'मराठी भाषा' या विषय परिघातील कुठल्याही विषयावर सादर करता येईल. हे प्रोजेक्टवर्क किमान 50 ते कमाल 100 मुद्रित पृष्ठांचे राहील.

शोधप्रकल्प सत्र VII (4 Credit) : या संशोधनकार्याचा पहिला टप्पा सत्र VII मध्ये पूर्ण करून त्या विषयीचा प्रगती अहवाल आपल्या विभागाकडे सादर करावा लागेल. या मध्ये संदर्भ साहित्याचे अवलोकन आणि वाचन, शोध प्रकल्पाचा संपूर्ण आराखडा, प्रकरणांची सविस्तर रचना, आधार ग्रंथांची सुची, संदर्भ ग्रंथांची सूची, मार्गदर्शकाचा सकारात्मक कार्याविषयक अभिप्राय, विभाग प्रमुखांचा सादर करावा लागेल. तिसऱ्या सत्राच्या प्रगती अहवालावर आधारित प्रमाणपत्र विभागातून प्राप्त होईल. त्यानुसार विद्यार्थ्यास 4 Credits प्रदान करण्याची शिफारस करण्यात येईल.

शोधप्रकल्प – सत्र VIII (8 Credit)

विद्यार्थ्यांनी आपली लिखित व मुद्रित 50 ते 100 पृष्ठांचा शोध प्रकल्प विभागाला सत्र संपण्यापूर्वी सादर करावयाचा आहे.

या शोध प्रकल्पाचा मूल्यांकनानंतर विद्यार्थ्यास 8 Credits प्रदान केले जातील.

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B.A. मराठी साहित्य (चार वर्षीय अभ्यासक्रम)

संक्षेपांचे स्पष्टीकरण

OE	= Open Elective Course	OE	= खुले/ मुक्त ऐच्छिक अभ्यासक्रम
VSC	= Vocational Skill Courses	VSC	= व्यावसायिक कौशल्यकेंद्री अभ्यासक्रम
SEC	= Skill Enhancement Courses	SEC	= कौशल्य - विकास अभ्यासक्रम
AEC	= Ability Enhancement Course	AEC	= क्षमता - विकास अभ्यासक्रम
IKS	= Indian Knowledge System Course	IKS	= भारतीय ज्ञानप्रणाली अभ्यासक्रम
VEC	= Value Education Course	VEC	= मूल्यशिक्षण अभ्यासक्रम
CC	= Co-Curricular Course	CC	= सह-शैक्षणिक अभ्यासक्रम
FP	= Feild Project	FP	= क्षेत्र - प्रकल्प
OJT	= On Job Training	OJT	= कार्यांतर्गत प्रशिक्षण
CEP	= Community Engagement Project	CEP	= सामाजिक बांधिलकी प्रधान/युक्त प्रकल्प
RP	= Research Project	RP	= शोध प्रकल्प.

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latest 19/03/2025

मराठी साहित्य

BNEP 2020 आधारित चारवर्षीय पदवी अभ्यासक्रम

B.A. (Bachelor of Arts) : Marathi Literature (मराठी साहित्य)

Four Years Bachelor of Arts (Honours/Research) Degree Examination Teaching and Examination Scheme with Credit Distribution Structure From Academic Session 2024-2025

B.A. Semester	Course Type	Subjects मराठी साहित्य	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
I	Major T-1	वाङ्मयप्रकाराचा अभ्यासः नाटक (नटसम्राट : वि.वा. शिरवाडकर)	BA/MLT Maj. T-1	4	-	4	80	-	20	100	40	4
	Major T-2	साहित्यविचार (अरविंद वामन कुलकर्णी	BA/MLT Maj. T-2	2	-	2	40	-	10	50	20	2
	O.E. T-1 (Open Elective)	साहित्यविचार व साहित्य कौशल्य-१	BA/MLT O.E. T-1	4	-	4	80	-	20	100	40	4
	VSC-1	मुद्रितशोधन : कौशल्य आणि व्यवसाय (वाङ्मयीन परिप्रेक्ष्य)	BA/MLT VSC-1	-	4	4	-	50	50	100	50	2
	SEC-1	भाषिक-वाङ्मयीन व्यक्ति-मत्त्व विकास भाग १	BA/MLT SEC-1	-	4	4	-	50	50	100	50	2
	AEC-1	English-1	BA/MLT AEC-1	1	2	3	50	-	50	100	50	2
	VEC-1	Environmental Studies	BA/MLT VEC-1	2	-	2	40	-	10	50	20	2
	IKS	विदर्भाची लोकसंस्कृती	BA/MLT IKS	2	-	2	40	-	10	50	20	2
	CC-1	To be selected from common basket of CC	BA/MLT CC-1	-	4	4	-	50	50	100	50	2
		Total Credits										22

B.A. Semester	Course Type	Subjects मराठी साहित्य	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
II	Major T-3	वाङ्मयप्रकाराचा अभ्यासः कविता (साठोत्तरी मराठी कविता)	BA/MLT Maj.T-3	4	-	4	80	-	20	100	40	4
	Major T-4	भारतीय काव्यशास्त्र परिचय भाग-१, (अभिनव काव्य-प्रकाश)	BA/MLT Maj. T-4	2	-	2	40	-	10	50	20	2
	Minor T-1	भारतीय काव्यशास्त्र परिचय भाग-१, (अभिनव काव्य-प्रकाश)	BA/MLT Minor T-1	2	-	2	40	-	10	50	20	2
	O.E. T-2 (Open Elective)	साहित्यविचार व साहित्य कौशल्य-२	BA/MLT O.E. T-2	4	-	4	80	-	20	100	40	4
	VSC-2	मुद्रित प्रसारमाध्यमांसाठीची लेखनकौशल्ये (वाङ्मयीन परिप्रेक्ष्य)	BA/MLT VSC-2	-	4	4	-	50	50	100	50	2
	SEC-2	भाषिक-वाङ्मयीन व्यक्तिमत्त्व विकास भाग २	BA/MLT SEC-2	-	4	4	-	50	50	100	50	2
	AEC-2	मराठी भाषाज्ञान आणि आकलन : भाग १	BA/MLT AEC-2	1	2	3	50	-	50	100	50	2
	VEC-2	भारतीय राज्यघटना	BA/MLT VEC-2	2	-	2	40	-	10	50	20	2
	CC-2	To be selected from common basket of CC	BA/MLT CC-2	-	4	4	-	50	50	100	50	2
		Total Credits										**22**

B.A. Semester	Course Type	Subjects मराठी साहित्य	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
III	Major T-5	आत्मचरित्र : एक वाङ्मय प्रकार (माझी जन्मठेप, पूर्वाध, प्रकरण १ ते १६)	BA/MLT Maj. T-5	4	-	4	80	-	20	100	40	4
	Major T-6	भारतीय काव्यशास्त्र परिचय भाग २ (अभिनव काव्यप्रकाश)	BA/MLT Maj. T-6	2	-	2	40	-	10	50	20	2
	Minor T-2	भारतीय काव्यशास्त्र परिचय भाग २ (अभिनव काव्यप्रकाश)	BA/MLT Minor T-2	4	-	4	80	-	20	100	40	4
	O.E. T-3 (Open Elective)	मराठी आत्मकथनांचा अभ्यास-१	BA/MLT O.E.T-3	2	-	2	40	-	10	50	20	2
	VSC-3	दृकश्राव्य माध्यमांसाठी भाषण-वाचन कौशल्य-विकास (वाङ्मयीन परिप्रेक्ष्य)	BA/MLT VSC-3	-	4	4	-	50	50	100	50	2
	AEC-3	मराठी भाषाज्ञान आणि आकलन : भाग २	BA/MLT AEC-3	1	2	3	50	-	50	100	50	2
	FP-1	Field Project	BA/MLT FP-1	-	4	4	-	50	50	100	50	2
	CC-3	To be selected from common basket of CC	BA/MLT CC-3	-	4	4	-	50	50	100	50	2
		Total Credits										**20**
IV	Major T-7	कथा : वाङ्मयप्रकाराचा अभ्यास (साठोत्तरी मराठी कथा)	BA/MLT Maj. T-7	4	-	4	80	-	20	100	40	4
	Major T-8	मराठी छंद-वृत्त : एक अभ्यास (छंदशास्त्र आणि संगीत)	BA/MLT Maj. T-8	2	-	2	40	-	10	50	20	2
	Minor T-3	मराठी छंद-वृत्त : एक अभ्यास (छंदशास्त्र आणि संगीत)	BA/MLT Minor T-3	4	-	4	80	-	20	100	40	4

B.A. Semester	Course Type	Subjects मराठी साहित्य	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
	O.E. T-4 (Open Elective)	मराठी आत्मकथनांचा अभ्यास-२	BA/MLT O.E.T-4	2	-	2	40	-	10	50	20	2
	SEC-4	ग्रंथसंपादन, ग्रंथसिद्धी व ग्रंथप्रकाशन : एक अभ्यास	BA/MLT SEC-4	-	4	4	-	50	50	100	50	2
	AEC-4	English-II	BA/MLT AEC-4	1	2	3	50	-	50	100	50	2
	CEP-1	Community Engagement program	BA/MLT CEP-1	-	4	4	-	50	50	100	50	2
	CC-4	To be selected from common basket of CC	BA/MLT CC-4	-	4	4	-	50	50	100	50	2
		Total Credits										**20**
V	Major T-9	विशिष्ट वाङ्मयप्रकाराचा अभ्यास : कादंबरी (पूर्णामायची लेकरं)	BA/MLT Maj. T-9	4	-	4	80	-	20	100	40	4
	Major T-10	साहित्याचे अध्यापन भाग १	BA/MLT Maj. T-10	4	-	4	80	-	20	100	40	4
	Major Elective ME 1 (Any One)	निवडक मराठी आत्मकथा (संपा. राम शेवाळकर)	BA/MLT ME 1	4	-	4	80	-	20	100	40	4
	Major Elective ME 2 (Any One)	मध्ययुगीन संतकवयित्रींची कविता (संपा.विलास खोले)	BA/MLT ME 2	4	-	4	80	-	20	100	40	4
	Minor T-4	साहित्याचे अध्यापन भाग १	BA/MLT Minor T-4	4	-	4	80	-	20	100	40	4
	VSC-4	पुस्तक परीक्षण, परिचय, समीक्षा लेखन कौशल्ये	BA/MLT VSC-4	-	4	4	-	50	50	100	50	2
	FP/CEP	Field Project/Community Engagement program	BA/MLT FP/CEP	-	4	4	-	50	50	100	50	2
		Total Credits										**20**

B.A. Semester	Course Type	Subjects मराठी साहित्य	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
VI	Major T-11	वाङ्मयप्रकाराचा अभ्यासः चरित्र (अर्वाचीन) (एक होता कार्व्हर)	BA/MLT Maj. T-11	4	-	4	80	-	20	100	40	4
	Major T-12	साहित्याचे अध्यापन भाग २	BA/MLT Maj. T-12	4	-	4	80	-	20	100	40	4
	Major Elective ME 1 (Any One)	स्वातंत्र्योत्तर मराठी गझल (मराठी गझल : अर्धशतकाचा प्रवास)	BA/MLT ME 1	4	-	4	80	-	20	100	40	4
	Major Elective ME 2 (Any One)	वाङ्मयीन कौशल्ये : अलंकार आणि प्रतिमा	BA/MLT ME 2	4	-	4	80	-	20	100	40	4
	Minor T-5	साहित्याचे अध्यापन भाग २	BA/MLT Minor T-5	4	-	4	80	-	20	100	40	4
	OJT	On Job Training	BA/MLT OJT	-	8	8	-	100	-	100	50	4
		Total Credits										**20**
VII (Honours Degree मानद पदवी)	Major T-13	वाङ्मयप्रकार : एकांकिका (निवडक मराठी एकांकिका)	BA/MLT Maj. T-13	4	-	4	80	-	20	100	40	4
	Major T-14	गीतरचना : एक अभ्यास (महाराष्ट्र गौरव गीते)	BA/MLT Maj. T-14	4	-	4	80	-	20	100	40	4
	Major T-15	चित्रपट आणि साहित्य	BA/MLT Maj. T-15	4	-	4	80	-	20	100	40	4
	Major Elective ME 1 (Any One)	मराठी लोकगीते (संपा. रमेश वरखेडे)	BA/MLT ME 1	4	-	4	80	-	20	100	40	4
	Major Elective ME 2 (Any One)	वैदर्भीय लोकगीते (संपा. न.ह. खोडे)	BA/MLT ME 2	4	-	4	80	-	20	100	40	4
	Minor R.M.	संशोधन पद्धती (Research Meth.)	BA/MLT Minor R.M.	4	-	4	80	-	20	100	40	4
		Total Credits										**20**

B.A. Semester	Course Type	Subjects मराठी साहित्य	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
VIII (Honours Degree मानद पदवी)	Major T-16	दलित काव्यप्रवाह (मराठी दलित कविता)	BA/MLT Maj. T16	4	-	4	80	-	20	100	40	4
	Major T-17	वैदर्भीय काव्यप्रवाह (वैदर्भीय काव्यधारा)	BA/MLT Maj. T-17	4	-	4	80	-	20	100	40	4
	Major T-18	ग्रामीण साहित्य व स्त्रीवादी साहित्य (निवडक काव्य संपादने)	BA/MLT Maj. T-18	4	-	4	80	-	20	100	40	4
	Major Elective ME 1 (Any One)	वाङ्मयीन संस्कृती व वाचन संस्कृती (सुधीर रसाळ)	BA/MLT ME 1	4	-	4	80	-	20	100	40	4
	Major Elective ME 2 (Any One)	गीतरचना : शिवगीते आणि मराठी गौरवगीते	BA/MLT ME 2	4	-	4	80	-	20	100	40	4
	OJT	On Job Training	BA/MLT OJT	-	8	8	-	100	-	100	50	4
		Total Credits										**20**
VII (Research Degree संशोधन पदवी)	Major-13	प्राचीन व मध्ययुगीन मराठी साहित्याचा इतिहास (ल.रा. नासिराबादकर)	BA/MLT Maj.-13	4	-	4	80	-	20	100	40	4
	Major-14	प्राचीन चरित्रवाङ्मय (लीळाचरित्र एकांक)	BA/MLT Maj.-14	4	-	4	80	-	20	100	40	4
	Major Elective ME 1 (Any One)	मराठी नाटयसंगीत (संपादक बाळ सामंत)	BA/MLT ME-1	4	-	4	80	-	20	100	40	4
	Major Elective ME 2 (Any One)	तौलनिक साहित्याभ्यास (निशिकांत मिरजकर)	BA/MLT ME-2	4	-	4	80	-	20	100	40	4

B.A. Semester	Course Type	Subjects मराठी साहित्य	Course Code	Teaching Scheme Total Hours Per Week			Examination Scheme					Credits
				Total Theory	Activity	Total	Max. Marks Theory	Max. Marks Activity	Max. Marks CIE	Total Marks	Min. Passing Marks	
	Minor	Research Methodo logy संशोधनशास्त्र	BA/MLT R.M.	4	-	4	80	-	20	100	40	4
	R. P.	Research Project R.P.-1 शोध प्रकल्प-1	BA/MLT R.P.	-	4	4	-	50	50	100	50	4
		Total Credits										**20**
VIII (Research Degree संशोधन पदवी)	Major 15	वाङ्मयप्रकार ललितगद्य (प्रतिनिधिक लघुनिबंध संग्रह)	BA/MLT Maj.-15	4	-	4	80	-	20	100	40	4
	Major 16	आधुनिक मराठी साहित्याचा इतिहास (प्र.न. जोशी)	BA/MLT Maj.-16	4	-	4	80	-	20	100	40	4
	Major Elec-tive ME 1 (Any One)	माझी आत्मकथा (डॉ. बाबासाहेब आंबेडकर)	BA/MLT ME 1	4	-	4	80	-	20	100	40	4
	Major Elec-tive ME 2 (Any One)	स्वातंत्र्योत्तर मराठी कथा (सहा कथाकार–भालचंद्र फडके)	BA/MLT ME 2	4	-	4	80	-	20	100	40	4
	R. P.	Research Project R.P.-2 शोध प्रकल्प-2	BA/MLT R.P.	-	8	8	-	100	100	200	100	8
		Total Credits										**20**

NEP 2020 आधारित चारवर्षीय पदवी अभ्यासक्रम

B.A. Marathi Literature (मराठी साहित्य)

Four Years Bachelor of Arts (Honours/Research) Degree Examination

Teaching and Examination Scheme with Credit Distribution Structure

From Academic Session 2024-2025

Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : I
Title of the Course : वाङ्मय प्रकाराचा अभ्यास : नाटक
Course Code : MLT 101
Number of Credits : 04 .

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	नाटक या वाङ्मय प्रकाराची संकल्पना व स्वरूप समजून घेणे.	1
CO 2	नाटकाचे विविध घटक जाणून घेणे	2
CO 3	मराठी रंगभूमीचा परामर्श घेणे	3
CO 4	'नटसम्राट' ची कथावस्तू व इतर व्यक्तिरेखांचा अभ्यास करणे	4
CO 5	'नाटसम्राट' नाटकाचा प्रतिपाद्य, आशय, आणि शोकत्मिका यांचे मूल्यमापन करणे.	5
CO 6	'नटसम्राट' नाटकातील सामाजिक जाणिव स्पष्ट करणे	6

घटक		तासिका
1.	नाटक : कलाप्रकार आणि वाङ्मय प्रकार : संकल्पना, स्वरूप व ऐतिहासिक आढावा.	15
2.	नाटकाचे विविध घटक आणि नटसम्राट.	15
3.	नटसम्राट : कथावस्तू व व्यक्तिरेखा	15
4.	नटसम्राट : प्रतिपाद्य, आशय आणि शोकात्मिका	15

अभ्यासग्रंथ : नटसम्राट (नाटक) – वि. वा. शिरवाडकर, पॉप्युलर प्रकाशन, मुंबई.

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : I
Title of the Course : साहित्यविचार
Course Code : MLT 102
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	साहित्याचे स्वरूप समजून घेणे.	1
CO 2	शास्त्रीय व ललित साहित्य आत्मसात करणे.	2
CO 3	साहित्याचे स्वरुप आणि प्रयोजन यांचा परस्पर संबंध दर्शविणे.	3
CO 4	साहित्यातील नवनिर्मितीचे स्वरूप समजून घेणे.	4
CO 5	व्यवहार, शास्त्र व ललित साहित्य यांचा भाषेवरील प्रभाव कथन करणे.	5
CO 6	आस्वाद प्रक्रियेचा अभ्यास करणे.	6

घटक		तासिका
1.	अ. साहित्याचे स्वरूप व प्रयोजन आ. साहित्याची निर्मिती प्रक्रिया	15
2.	अ. साहित्याची भाषा आ. साहित्याचा आस्वाद	15

अभ्यासग्रंथ : साहित्यविचार – अरविंद वामन कुलकर्णी, प्रतिमा प्रकाशन, पुणे.

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : I
Title of the Course : साहित्यविचार व साहित्य कौशल्ये-1
Course Code : MLT O.E. 101
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	साहित्याचे स्वरुप आणि साहित्याचे प्रयोजन जाणून घेणे.	1
CO 2	साहित्याची निर्मिती प्रक्रिया आणि साहित्याची भाषा समजून घेणे.	2
CO 3	शब्दांच्या शक्ती, रस व काव्यगुण मूल्यमापन करणे.	3
CO 4	कवितेचे रसग्रहण समजून घेणे.	4
CO 5	साहित्य विचाराचे एकूण स्वरुप जाणून घेणे.	5
CO 6	साहित्यविषयक कौशल्याचे एकूण स्वरुप जाणून घेणे.	6

घटक		**तासिका**
1.	साहित्याचे स्वरुप आणि साहित्याचे प्रयोजन	15
2.	साहित्याची निर्मिती प्रक्रिया आणि साहित्याची भाषा	15
3.	शब्दांच्या शक्ती, रस व काव्यगुण	15
4.	कवितेचे रसग्रहण	15

संदर्भ ग्रंथ : 1. साहित्यविचार – अरविंद वामन कुलकर्णी.
2. सुगम मराठी व्याकरण व लेखन – मो. रा. वाळंबे (प्रकरण 33 व 34)

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : I
Title of the Course : मुद्रितशोधन : कौशल्य आणि व्यवसाय
Course Code : VSC - 101
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	विद्यार्थ्यांस मुद्रितशोधन ही संकल्पना समजून घेता/येतील.	1
CO 2	त्यांना मराठीचे लेखनविषयक नियम जावून घेता येतील.	2
CO 3	मराठी शब्दांच्या शुद्धलेखनाची वैशिष्ट्ये समजतील.	3
CO 4	मुद्रितशोधनातील तंत्र व खुणा लक्षात येतील.	4
CO 5	मुद्रितशोधन करण्याची प्रक्रिया समजून घेता येईल.	5
CO 6	मुद्रिशोधनाच्या विविध क्षेत्रांची माहिती जाणून घेतील.	6

घटक		**तासिका**
1.	मुद्रितशोधन : संकल्पना स्वरूप आणि इतिहास, मुद्रितशोधन : मराठीचे लेखनविषयक नियम	15
2.	मुद्रितशोधनासाठी आवश्यक गोष्टी, मुद्रितशोधनाच्या खुणा, मुद्रितशोधनाचा नमुना	15

संदर्भ ग्रंथ : 1. व्यावहारिक मराठी – ल. रा. नसिराबादकर, 2. मराठी शुद्धलेखन प्रदीप – मो. रा. वाळंबे 3. मराठी भाषा आणि शुद्धलेखन – सत्त्वशीला सामंत

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : I
Title of the Course : भाषिक - वाङ्मयीन व्यक्तिमत्त्व विकास भाग 1
Course Code : SEC - 101
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	व्यक्तिमत्त्व ही संकल्पना विद्यार्थी समजून घेतील.	1
CO 2	त्यातले विविध घटक आणि वैशिष्ट्ये जाणून घेतील.	2
CO 3	व्यक्तिमत्त्वाचा भाषा, साहित्य व संस्कृतीशी असणारा अनुबंध लक्षात घेतील.	3
CO 4	मातृभाषा आणि व्यक्तिमत्त्व विकास यांचा संबंध समजून घेतील.	4
CO 5	व्यक्तिमत्त्वाच्या विकासाचा महत्त्वाचा घटक लक्षात घेतील.	5
CO 6	मातृभाषेतर भाषेचा व व्यक्तिमत्त्वाचा संबंध समजून घेतील.	6

घटक		तासिका
1.	• व्यक्तिमत्त्व : संकल्पना, घटक आणि वैशिष्ट्ये • व्यक्तिमत्त्व आणि भाषा-साहित्य-संस्कृती : अनुबंध	15
2.	• मातृभाषा आणि व्यक्तिमत्त्व विकास • मातृभाषेतर भाषा आणि व्यक्तिमत्त्व विकास	15

संदर्भ ग्रंथ : व्यावहारिक मराठी - ल. रा. नसिराबादकर

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : I
Title of the Course : विदर्भाची लोकसंस्कृती
Course Code : IKS-MLT
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	विदर्भाच्या लोकसंस्कृतीचा इतिहास विद्यार्थी जाणून घेतील.	1
CO 2	विदर्भाच्या लोकसंस्कृतीचे स्वरुप समजून घेतील.	2
CO 3	विदर्भाचे प्राचीन साहित्य व संस्कृती ह्यांचा इतिहास जाणून घेतील.	3
CO 4	वैदर्भीय लोककलांचे विविध प्रकार जाणून घेतील.	4
CO 5	वैदर्भीय लोककलांची सांस्कृतिक वैशिष्ट्ये समजून घेतील.	5
CO 6	वैदर्भीय लोककलांची प्रादेशिक वैशिष्ट्ये समजून घेतील.	6

घटक		तासिका
1.	• विदर्भाची लोकसंस्कृती : स्वरुप आणि इतिहास : आढावा • विदर्भाची प्राचीन साहित्य-संस्कृती : स्वरुप व इतिहास : आढावा	15
2.	• वैदर्भीय लोककला : विविध प्रकार • वैदर्भीय लोककला : प्रादेशिक व सांस्कृतिक वैशिष्ट्ये	15

संदर्भ ग्रंथ : वऱ्हाडचा इतिहास - या. मा. काळे, विदर्भ का सांस्कृतिक इतिहास - डॉ. नथ्थुलाल गुप्ता, वैदर्भीय लोककलाविषयक विविध संदर्भ ग्रंथ.

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : 1 / सत्र : II
Title of the Course : वाङ्मय प्रकाराचा अभ्यास : कविता (साठोत्तरी मराठी कविता (1960 ते 2000))
Course Code : MLT 103
Number of Credits : 04 .

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	कवितेची व्याख्या, स्वरुप आणि वैशिष्ट्ये जाणून घेणे.	1
CO 2	काव्याचे विविध घटक जाणून घेणे.	2
CO 3	काव्याचे विविध प्रकार आत्मसात करणे.	3
CO 4	साठोत्तर मराठी काव्याचा अभ्यास करणे.	4
CO 5	कवितांतील आशयसूत्रांचा परामर्श घेणे.	5
CO 6	अभ्यासक्रमातील पुस्तकाच्या आधारे काव्याच्या शब्दकळा, प्रतिमा उलगडणे.	6

घटक		तासिका
1.	• कविता व्याख्या, स्वरूप आणि वैशिष्ट्ये • काव्याचे विविध घटक आणि काव्यप्रकार	15
2.	• ना. धों. महानोर • ग्रेस • यशवंत मनोहर	15
3.	• म. म. देशपांडे • सुरेश भट • वसंत आबाजी डहाके	15
4.	• विठ्ठल वाघ • अरुणा ढेरे • प्रभा गणोरकर • इंद्रजित भालेराव	15

अभ्यासग्रंथ : साठोत्तरी मराठी कविता (1960 ते 2000 निवडक प्रातिनिधिक कविता– संपादन : रा. तु. म: मराठी विद्यापीठ मराठी अभ्यासमंडळ.)

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : 1 / सत्र : II
Title of the Course : भारतीय काव्यशास्त्र परिचय भाग 1
Course Code : MLT 104
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	काव्यशरीर जाणून घेणे.	1
CO 2	काव्यलक्षणांचा विचार करणे.	2
CO 3	काव्याचे प्रयोजन जाणून घेणे.	3
CO 4	धर्म मोक्ष व इतर प्रयोजनांचा अभ्यास करणे.	4
CO 5	आविष्कार या प्रयोजनाची जाणीव करुन घेणे.	5
CO 6	यशप्राप्ती हे काव्याचे प्रयोजन आत्मसात करणे.	6

घटक	भारतीय काव्यशास्त्र परिचय भाग १	तासिका
1.	अ. काव्यलक्षण, आ. काव्याचे प्रयोजन	15
2.	अ. काव्यकारण, आ. अर्थविचार आणि शब्दशक्ती	15

अभ्यासग्रंथ : अभिनव काव्यप्रकाश/रा.श्री. जोग, व्हीनस प्रकाशन, पुणे, 1930 (प्रकरण 1 ते 4)

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : 1 / सत्र : II
Title of the Course : भारतीय काव्यशास्त्र परिचय भाग 1
Course Code : MLT Minor 101
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	काव्यशरीर जाणून घेणे.	1
CO 2	काव्यलक्षणांचा विचार करणे.	2
CO 3	काव्याचे प्रयोजन जाणून घेणे.	3
CO 4	धर्म मोक्ष व इतर प्रयोजनांचा अभ्यास करणे.	4
CO 5	आविष्कार या प्रयोजनाची जाणीव करुन घेणे.	5
CO 6	यशप्राप्ती हे काव्याचे प्रयोजन आत्मसात करणे.	6

घटक	भारतीय काव्यशास्त्र परिचय भाग १	तासिका
1.	अ. काव्यलक्षण, आ. काव्याचे प्रयोजन	15
2.	अ. काव्यकारण, आ. अर्थविचार आणि शब्दशक्ती	15

अभ्यासग्रंथ : अभिनव काव्यप्रकाश/रा.श्री. जोग, व्हीनस प्रकाशन, पुणे, 1930 (प्रकरण 1 ते 4)

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : II
Title of the Course : साहित्यविचार व साहित्य कौशल्ये-2
Course Code : MLT O.E. 102
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	साहित्यांचा आस्वाद आणि साहित्याची सामाजिकता जाणून घेणे.	1
CO 2	साहित्यिक अभिव्यक्ती आणि साहित्य प्रकाराची संकल्पना समजून घेणे.	2
CO 3	विरामचिन्हे व लेखनविषयक नियमावली समजून घेणे.	3
CO 4	भाषाविषयक कौशल्ये समजून घेणे.	4
CO 5	साहित्य विचाराचे एकूण स्वरुप जाणून घेणे.	5
CO 6	साहित्यविषयक कौशल्याचे एकूण स्वरुप जाणून घेणे.	6

घटक		तासिका
1.	साहित्यांचा आस्वाद आणि साहित्याची सामाजिकता	15
2.	साहित्यिक अभिव्यक्ती आणि साहित्य प्रकाराची संकल्पना	15
3.	विरामचिन्हे व लेखनविषयक नियमावली	15
4.	भाषाविषयक कौशल्ये	15

संदर्भ ग्रंथ : 1. साहित्यविचार - अरविंद वामन कुलकर्णी.
2. सुगम मराठी व्याकरण व लेखन - मो. रा. वाळंबे (प्रकरण 36, 37 व 38)

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : II
Title of the Course : मुद्रित प्रसारमाध्यमांसाठीची लेखन कौशल्ये
Course Code : VSC - 102
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मुद्रित प्रसारमाध्यमांचे नेमके स्वरुप विद्यार्थी जाणून घेतील.	1
CO 2	मराठी वृत्तपत्रांची ऐतिहासिक वाटचाल समजून घेतील.	2
CO 3	बातमीलेखन व वृत्तांतलेखन ह्यांची माहिती जाणून घेतील.	3

CO 4	स्तंभलेखन, मुलाखतलेखन व शोधमालिकालेखन जाणून घेतील.	4
CO 5	वाङ्मयीन लेखनाचे विविध आकृतिबंध समजून घेतील.	5
CO 6	स्फुटलेखन, ललितगद्य, व्यक्तिचित्र, चित्रपटसमीक्षा इ. जाणून घेतील.	6

घटक		तासिका
1.	• मुद्रित प्रसारमाध्यमे : स्वरुप, प्रकार आणि मराठी वृत्तपत्रांचा ऐतिहासिक आढावा. • बातमीलेखन, वृत्तांतलेखन	15
2.	• स्तंभलेखन, मुलाखतलेखन व शोधमालिकालेखन • मुद्रित माध्यमांतील वाङ्मयीन लेखनाचे विविध आकृतिबंध (स्फुटलेखन, ललितगद्य, व्यक्तिचित्र, चित्रपटसमीक्षा, पुस्तक-परीक्षण)	15

संदर्भ ग्रंथ : व्यावहारिक मराठी - ल. रा. नसिराबादकर (संदर्भ : य. च. म. मु. विद्यापीठ पुस्तिका)

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : II
Title of the Course : भाषिक-वाङ्मयीन व्यक्तिमत्त्व विकास भाग-2
Course Code : SEC - 102
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	वाङ्मयीन अंगाने व्यक्तिमत्त्व विकासाचे स्वरूप समजून घेतील.	1
CO 2	विविध वाङ्मयीन कौशल्यांवरील प्रभूत्त्व लक्षात घेतील.	2
CO 3	भाषिक अंगाने व्यक्तिमत्त्व विकासाचे पैलू लक्षात घेतील.	3
CO 4	वाचिक अभिनय व अभिवाचनाची कौशल्ये जाणून घेतील.	4
CO 5	दृक्श्राव्य माध्यमासाठीची आवश्यक कौशल्य जाणून घेतील.	5
CO 6	बातमीवाचन, वृत्तनिवेदन, मुलाखत, चर्चा संयोजन ही कौशल्ये समजून घेतील.	6

घटक		तासिका
1.	• व्यक्तिमत्त्व विकास : वाङ्मयीन अंगाने (वाङ्मयीन कौशल्ये आणि प्रभुत्व) • व्यक्तिमत्त्व विकास : भाषिक अंगाने (संभाषण कला, निवेदनकला आणि वक्तृत्व कला)	15
2.	• वाचिक अभिनय आणि अभिवाचनाची कौशल्ये • दृक्श्राव्य माध्यमांसाठीची आवश्यक कौशल्ये (बातमीवाचन, वृत्तनिवेदन, मुलाखत, चर्चासंयोजन)	15

संदर्भ ग्रंथ : व्यावहारिक मराठी - ल. रा. नसिराबादकर (संदर्भ - य.च.म.मु. विद्या. पुस्तिका)

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : II
Title of the Course : मराठी भाषाज्ञान आणि आकलन : भाग-1
Course Code : AEC - 101
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	आपली भाषा, लिपी व व्याकरण समजून घेतील.	1
CO 2	वर्णमाला, वर्णांचे प्रकार, वर्णांची उच्चारस्थाने याविषयी जाणून घेतील.	2
CO 3	मराठी अक्षरांची लेखनपद्धती आणि उच्चारपद्धती समजून घेतील.	3

CO 4	शब्दांची घडण, संधी, संधीचे प्रकार समजून घेतील.	4
CO 5	मराठीचे भाषा ज्ञान होईल.	5
CO 6	मराठी भाषेचे आकलन परिपूर्ण होण्यास मदत होईल.	6

घटक : मराठी भाषाज्ञान आणि आकलन : भाग 1		तासिका
1.	• आपली भाषा, लिपी व व्याकरण • व्याकरणाच्या अभ्यासाचे महत्त्व, वर्णविचार, जोडाक्षरांचे लेखन	15
2.	• शब्द विचार, नामे, लिंगविचार, वचनविचार • शब्दसिद्धी	15

संदर्भ ग्रंथ : सुगप मराठी व्याकरण व लेखन – मो.रा. वाळंबे (प्रकरण १, २, ३, ४, ५, ८, ९, १०, ११ व १८)

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : 2 / सत्र : III
Title of the Course : आत्मचरित्र : एक वाङ्मय प्रकार (माझी जन्मठेप – स्वा. सावरकर –पूर्वार्ध)
Course Code : MLT 105
Number of Credits : 04

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	आत्मचरित्र संकल्पना व स्वरुप जाणून घेणे.	1
CO 2	आत्मचरित्राच्या ऐतिहासिक वाटचलिचे विश्लेषण करणे.	2
CO 3	चरित्र आणि आत्मचरित्र यांतील भेद आत्मसात करणे.	3
CO 4	'माझी जन्मठेप'च्या कथावस्तू व व्यक्तिरेखांवर प्रकाश टाकणे.	4
CO 5	'माझी जन्मठेप'चा आशय. अभ्यासणे	5
CO 6	'माझी जन्मठेप'ची निवेदन शैली, भाषाशैलीचे विश्लेषण करणे.	6

घटक	आत्मचरित्र : एक वाङ्मयप्रकार : माझी जन्मठेप (पूर्वार्ध)	तासिका
1.	आत्मचरित्र : संकल्पना व स्वरुप	15
2.	माझी जन्मठेप : कथावस्तू आणि विविध व्यक्तिरेखा	15
3.	माझी जन्मठेप : आशय, प्रतिपाद्य आणि जीवन दर्शन	15
4.	माझी जन्मठेप : निवेदनशैली, संवादशैली, भाषाशैली	15

अभ्यासग्रंथ : माझी जन्मठेप (आत्मचरित्र) – वि.दा. सावरकर (परचुरे प्रकाशन मंदिर, मुंबई) (पूर्वार्ध प्रकरण 1 ते 16)

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : 2 / सत्र : III
Title of the Course : भारतीय काव्यशास्त्र परिचय : भाग 2
Course Code : MLT 106
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	रसविचार जाणून घेणे.	1
CO 2	काव्यनंद मीमांसा लक्षात घेणे.	2
CO 3	करुण रसाचा विचार जाणून घेणे.	3
CO 4	रीति काय हे लक्षात घेणे.	4
CO 5	गुण म्हणजे काय हे लक्षात घेणे.	5
CO 6	भारतीय काव्यशास्त्र समजून घेणे.	6

घटक	भारतीय काव्यशास्त्र परिचय : भाग २	तासिका
1.	अ. रसविचार, आ. काव्यानंद मीमांसा	15
2.	अ. करुण रसविचार आ. रीति आणि गुण	15

अभ्यासग्रंथ : अभिनव काव्यप्रकाश, रा. श्री. जोग, व्हीनस प्रकाशन, पुणे, 1930 (प्रकरण 5 ते 8)

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Name of Programme : ब्री.ए. मराठी साहित्य : वर्ष : 2 / सत्र : III
Title of the Course : भारतीय काव्यशास्त्र परिचय : भाग 2
Course Code : MLT Minor 102
Number of Credits : 04

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	रसविचार समजून घेणे.	1
CO 2	काव्यानंद मीमांसा लक्षात घेणे.	2
CO 3	करुण रसविचार समजून घेणे.	3
CO 4	रीतीचा विचार समजून घेणे.	4
CO 5	काव्यप्रकार समजून घेणे.	5
CO 6	काव्य आणि पद्य यातील फरक लक्षात घेणे.	6

घटक	भारतीय काव्यशास्त्र परिचय भाग २	तासिका
1.	रसविचार	15
2.	• काव्यानंद मीमांसा • करुण रसविचार	15
3.	• रीति आणि गुण • अलंकार विचार	15
4.	• काव्यप्रकार • काव्य आणि पद्य	15

अभ्यासग्रंथ : अभिनव काव्यप्रकाश, रा. श्री. जोग, व्हीनस प्रकाशन, पुणे, (प्रकरण 5 ते 11)

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : III
Title of the Course : मराठी आत्मकथनांचा अभ्यास-1
Course Code : MLT O.E. 103
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	आत्मचरित्र, आत्मकथन, आत्मकथा स्वरुप जाणून घेणे.	1
CO 2	धोंडो केशव कर्वे, लक्ष्मीबाई टिळक, श्री. कृ. कोल्हटकर, विनोबा भावे, यांच्या आत्मकथांतील अंश समजून घेणे.	2
CO 3	संकल्पना व स्वरुप जाणून घेणे.	3
CO 4	निवडक मराठी आत्मचरित्र जाणून घेणे.	4

घटक		तासिका
1.	आत्मचरित्र, आत्मकथन, आत्मकथा : संकल्पना व स्वरुप	15
2.	धोंडो केशव कर्वे, लक्ष्मीबाई टिळक, श्री. कृ. कोल्हटकर, विनोबा भावे, यांच्या आत्मकथांतील अंश	15

संदर्भ ग्रंथ : 1. निवडक मराठी आत्मकथा : राम शेवाळकर, साहित्य अकादमी, 1994
2. चरित्र-आत्मचरित्र : अ. म. जोशी

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : 2 / सत्र : III
Title of the Course : दृक्श्राव्य माध्यमांसाठी लेखन-भाषण-वाचन कौशल्यविकास
Course Code : VSC - 103
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	दृक्श्राव्य माध्यमांचे नेमके स्वरूप विद्यार्थी समजून घेतील.	1
CO 2	मराठीतील दृक्श्राव्य माध्यमांचा इतिहास समजून घेतील.	2
CO 3	आकाशवाणी संबंधित विविध कौशल्ये जाणून घेतील.	3
CO 4	भाषण, चर्चा, मुलाखत, नभोनाटिका, बातमीपत्रे यांचे स्वरुप समजून घेतील.	4
CO 5	दूरचित्रवाणी माध्यमातील कौशल्यांचे स्वरूप समजून घेतील.	5
CO 6	दूरचित्रवाणी माध्यमातील बातमीवाचन, मुलाखत इ. समजून घेतील.	6

घटक		तासिका
1.	• दृक्श्राव्य माध्यमे : संकल्पना, स्वरुप आणि मराठीतील दृक्श्राव्य मांध्यमांचा इतिहास • आकाशवाणी संबंधित विविध कौशल्ये (भाषण, चर्चा, मुलाखत, बातमीपत्रे, नभोनाटिका)	15
2.	• दूरचित्रवाणी : लेखन-वाचन-भाषण कौशल्याचे स्वरुप • दूरचित्रवाणी संबंधित विविध कौशल्ये (बातमीवाचन, मुलाखत, चर्चासंयोजन)	15

संदर्भ ग्रंथ : व्यावहारिक मराठी - ल. रा. नसिराबादकर / य. च. म. मु. विद्यापीठ पुस्तिका

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : 2 / सत्र : III
Title of the Course : मराठी भाषाज्ञान आणि आकलन : भाग 2
Course Code : AEC - 102
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	मराठी भाषेतील शब्दसंपत्ती समजून घेतील.	1
CO 2	वाक्यसंश्लेषण क्रिया जाणून घेतील.	2
CO 3	वाक्यरुपांतर याविषयाची माहिती करून घेतील.	3
CO 4	वाक्प्रचार व म्हणी यांची माहिती मिळेल.	4
CO 5	विरामचिन्हे यांची जाण येईल.	5
CO 6	मराठी भाषेचे ज्ञान होईल.	6

घटक	मराठी भाषाज्ञान आणि आकलन : भाग २	तासिका
1.	• आपल्या (मराठी) भाषेतील शब्दसंपत्ती : शब्दसिद्धी • वाक्यसंश्लेषण (वाक्यांचे विभाग, प्रकार व संकलन)	15
2.	• वाक्यरुपांतर • वाक्प्रचार व म्हणी • विरामचिन्हे	15

संदर्भ ग्रंथ : सुगम मराठी व्याकरण व लेखन - मो. रा. वाळंबे, शब्दरत्न : संपादक वैशाली कार्लेकर

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 2 / सत्र IV
Title of the Course : कथा : वाङ्मयप्रकाराचा अभ्यास (साठोत्तरी मराठी कथा)
Course Code : MLT 107
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	कथा या वाङ्मयप्रकाराची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	कथा या वाङ्मयप्रकाराचा उद्‌गम व विकास समजून घेणे	2
CO 3	कथा या वाङ्मयप्रकाराचे विविध घटक आणि वैशिष्टे समजून घेणे	3
CO 4	मराठी कथेची स्वातंत्र्यपूर्व व स्वातंत्र्योत्तर वाटचाल समजून घेणे	4
CO 5	साठोत्तरी मराठी कथेतील विविध आशयसूत्रांचे आकलन करणे	5
CO 6	साठोत्तरी मराठी कथेतील व्यक्तिचित्रण व समाजदर्शन घडविणे	6

घटक	MLT 107 कथा : वाङ्मयप्रकाराचा अभ्यास (साठोत्तरी मराठी कथा)	तासिका
1.	• कथा • संकल्पना, स्वरुप, घटक आणि वैशिष्टये • साठोत्तरी मराठी कथेचा इतिहास	15
2.	• ताटातूट – उद्धव शेळके • धास्ती – मनोहर तल्हार • सत्य – रवींद्र शोभणे • मरीआईला केला नवस – ना. रा. शेंडे	15
3.	• दावणीचा बैल – बाबाराव मुसळे • गोष्ट संध्याकाळची – वासुदेव मुलाटे • मोर्चा – केशव मेश्राम	15
4.	• पिंटीची गोष्ट – नागनाथ कोतापल्ले • अम्मा – प्रिया तेंडुलकर • घे, गगनभरारी... – लक्ष्मण टोपले	15

अभ्यासग्रंथ : साठोत्तरी मराठी कथा, संपादक – डॉ. सोपानदेव पिसे, डॉ. दत्तात्रय वाटमोडे, डॉ. व्यंकटेश पोटफोडे.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 2 / सत्र IV
Title of the Course : मराठी छंद-वृत्त : एक अभ्यास
Course Code : MLT 108
Number of Credits : 02

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	मराठी छंदवृत्ताची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	मराठी छंदवृत्ताचा इतिहास समजून घेणे	2
CO 3	मराठी छंदवृत्ताच्या मर्यादा व प्रयोजन जाणून घेणे	3
CO 4	मराठी छंदवृत्त ओळखण्याची पद्धती समजून घेणे	4
CO 5	मराठी छंदवृत्ताचे प्रकार व घटक समजून घेणे	5
CO 6	छंदवृत्ताचे वर्गीकरण करणे	6

घटक	MLT 108 मराठी छंद-वृत्त : एक अभ्यास	तासिका
1.	अ. • वृत्तविचार : अक्षरविचार, गणविचार, मात्राविचार, गण पाहण्याची रीत, चार व पाच अक्षरांचे गण, यतिविचार, वृत्त ओळखण्याची रीत, वृत्तांचे वर्गीकरण, समाविष्ट केलेली वृत्ते व त्यांची वर्गवारी ब. • वृत्तप्रकार : अनुष्टुभ, त्रैअक्षरी गणांची आवर्तनी समवृत्ते, चतुरक्षरी व पंचाक्षरी गणांची आवर्तनी समवृत्ते, त्रैअक्षरी गणांची अनावर्तनी समवृत्ते, अर्धसम व विषमवृत्ते	15
2.	अ. • जातिविचार : आवर्तन ठरविण्याची पद्धत, मात्रा मोजणीच्या पद्धती, पद्यातील निरक्षर मात्रा मोजणे आवश्यक, जातिरचनेतील भेदाभेद, जातिप्रकार : भृंगावर्तनी समजाती, भृंगावर्तनी	

अर्धसम व विषम जाती, अग्न्यावर्तनी जाती, पद्मावर्तनी समजाती, पद्मावर्तनी अर्धसमजाती, पद्वर्तनी विषमजाती

ब. • छंदविचार व छंदप्रकार : आधुनिक कवींचा छंदाकडे कल, प्राचीन छंद, अर्वाचीन छंद 15

अभ्यासग्रंथ : छंदशास्त्र आणि संगीत, बाबुराव जोशी.

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Name of Program	:	बी.ए. मराठी साहित्य : वर्ष : 2 / सत्र IV
Title of the Course	:	मराठी छंद-वृत्त : एक अभ्यास
Course Code	:	MLT Minor103
Number of Credits	:	04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	मराठी छंदवृत्ताची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	मराठी छंदवृत्ताचा इतिहास समजून घेणे	2
CO 3	मराठी छंदवृत्ताच्या मर्यादा व प्रयोजन जाणून घेणे	3
CO 4	मराठी छंदवृत्त ओळखण्याची पद्धती समजून घेणे	4
CO 5	मराठी छंदवृत्ताचे प्रकार व घटक समजून घेणे	5
CO 6	छंदवृत्ताचे वर्गीकरण करणे	6

घटक	**MLT Minor 103 : मराठी छंद-वृत्त : एक अभ्यास**	**तासिका**
1.	• विषयप्रवेश : प्रयोजन आणि मर्यादा, गद्य : पद्य पद, छंदत्व आणि छंद शास्त्र, लय, मात्रा आणि ताल, पद्याच्या मात्रा आणि ताल मात्रा, आवर्तन, अवसानाची जागा व सम, आवर्तनी व अनावर्तनी पद्य प्रकार, अचल लय: बदलती व खंडित लय, फक्त काही वृत्ते अताल, इतर सर्व पद्य प्रकार सताल, पद्यातील सुराचे स्थान, पद्य आणि सूर यांचे अतूट नाते, पद्य संगीत आणि लोकसंगीत, पद्याच्या गेयतेचे स्वरूप, पद व गीत	15
2.	• वृत्तविचार : अक्षरविचार, गणविचार, मात्राविचार, गण पाहण्याची रीत, चार व पाच अक्षरांचे गण, यतिविचार, वृत्त ओळखण्याची रीत, वृत्तांचे वर्गीकरण, समाविष्ट केलेली वृत्ते व त्यांची वर्गवारी • वृत्तप्रकार : अनुष्टुभ, त्रैअक्षरी गणांची आवर्तनी समवृत्ते, चतुरक्षरी व पंचाक्षरी गणांची आवर्तनी समवृत्ते, त्रैअक्षरी गणांची अनावर्तनी समवृत्ते, अर्धसम व विषमवृत्ते	15
3.	• जातिविचार : आवर्तन ठरविण्याची पद्धत, मात्रा मोजणीच्या पद्धती, पद्यातील निरक्षर मात्रा मोजणे आवश्यक, जातिरचनेतील भेदाभेद, जातिनाम निर्णय, पद्यांच्यासाठी काही तडजोड, जातींची संख्या, सर्व जाती आवर्तनी, जाती व त्यांची वर्गवारी • जातिप्रकार : भृंगावर्तनी समजाती, भृंगावर्तनी अर्धसम व विषम जाती, अग्न्यावर्तनी जाती, पद्मावर्तनी समजाती, पद्मावर्तनी अर्धसमजाती, पद्वर्तनी विषमजाती	15
4.	• छंदविचार व छंदप्रकार : आधुनिक कवींचा छंदाकडे कल, प्राचीन छंद, अर्वाचीन छंद • स्वरलेखन : हार्मोनियमची रचना, तालविचार, एकच पद्य, अनेक ताल, स्वरलेखन पद्धत, चालींची निवड; ध्वनिमुद्रणाचा स्तर, राग व रागधून • नाट्यगीतांच्या जाती	15

अभ्यासग्रंथ : छंदशास्त्र आणि संगीत, बाबुराव जोशी.

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : प्रथम / सत्र : III
Title of the Course : मराठी आत्मकथनांचा अभ्यास-2
Course Code : MLT O.E. 104
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	आत्मकथा म्हणजे काय? डॉ. भीमराव आंबेडकर, ना.सी. फडके, ग. त्र्यं. माडखोलकर, प्र. के. अत्रे : यांच्या आत्मकथांतील अंश जाणून घेणे.	1
CO 2	वि. वा. शिरवाडकर, पु. भा. भावे, ग. डि. माडगूळकर, बाबा आमटे यांच्या आत्मकथांतील अंश समजून घेणे.	2
CO 3	विरामचिन्हे व लेखनविषयक नियमावली समजून घेणे.	3
CO 4	भाषाविषयक कौशल्ये समजून घेणे.	4

घटक		**तासिका**
1.	आत्मकथा म्हणजे काय? डॉ. भीमराव आंबेडकर, ना.सी. फडके, ग. त्र्यं. माडखोलकर, प्र. के. अत्रे : यांच्या आत्मकथांतील अंश	15
2.	वि. वा. शिरवाडकर, पु. भा. भावे, ग. दि. माडगूळकर, बाबा आमटे यांच्या आत्मकथांतील अंश	15

संदर्भ ग्रंथ : 1. निवडक मराठी आत्मकथा : राम शेवाळकर, साहित्य अकादमी, 1994
2. आत्मचरित्र मीमांसा : आनंद यादव

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : 2 / सत्र : IV
Title of the Course : ग्रंथसंपादन, ग्रंथसिद्धी व ग्रंथप्रकाशन : एक अभ्यास
Course Code : SEC - 103
Number of Credits : 02

	Course outcome Description	**Cognitive level (Bloom's level)**
CO 1	ग्रंथनिर्मितीच्या व्यवसायाचे स्वरूप विद्यार्थी जावून घेतील.	1
CO 2	ग्रंथनिर्मितीची तंत्र व कला विद्यार्थी जावून घेतील.	2
CO 3	ग्रंथसंपादन म्हणजे काय ह्याची माहिती करून घेतील.	3
CO 4	ग्रंथ प्रसिद्धी प्रक्रियेचे स्वरूप याची माहिती करून घेतील.	4
CO 5	ग्रंथप्रकाशनाचे विविध घटक समजून घेतील.	5
CO 6	ग्रंथप्रकाशन व ग्रंथविक्री ह्याची माहिती जाणून घेतील.	6

घटक		**तासिका**
1.	• ग्रंथनिर्मिती : कला, तंत्र आणि व्यवसायाचे स्वरूप • ग्रंथसंपादन : स्वरुप आणि विविध घटक	15
2.	• ग्रंथसिद्धीप्रक्रिया : स्वरूप आणि विविध घटक (मुद्रणप्रत, टंकलेखन कार्य, मुद्रितशोधन) • ग्रंथप्रकाशन : स्वरुप आणि विविध घटक (मुखपृष्ठनिर्मिती व छपाई, पुस्तक-मुद्रण प्रक्रिया, ग्रंथप्रकाशन व ग्रंथविक्री)	15

संदर्भ ग्रंथ : प्रकाशन, संपादन आणि लेखनकौशल्ये - डॉ. उज्ज्वला भोर

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र V
Title of the Course : विशिष्ट वाङ्मयप्रकाराचा अभ्यास : कादंबरी (पूर्णामायची लेकरं)
Course Code : MLT 109
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	कादंबरी या वाङ्मयप्रकाराची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	कादंबरी या वाङ्मयप्रकाराचे विविध घटक आणि वैशिष्टे समजून घेणे	2
CO 3	मराठी कादंबरीची ऐतिहासिक वाटचाल समजून घेणे	3
CO 4	पूर्णामायची लेकरं कादंबरीतील कथानक व व्यक्तिचित्रण समजून घेणे	4
CO 5	पूर्णामायची लेकरं कादंबरीतील आशय, समाजचित्रण व जीवनदर्शन समजून घेणे	5
CO 6	पूर्णामायची लेकरं कादंबरीची भाषा, निवेदन, संवाद, शैलीवैशिष्ट्ये समजून घेणे	6

घटक	विशिष्ट वाङ्मयप्रकाराचा अभ्यास : कादंबरी (पूर्णामायची लेकरं)	तासिका
1.	• कादंबरी : व्याख्या संकल्पना आणि स्वरूप • कादंबरी या वाङ्मयप्रकाराचे विविध घटक आणि वैशिष्ट्ये • मराठी कादंबरीची ऐतिहासिक वाटचाल : स्थूल आढावा	15
2.	• पूर्णामायची लेकरं : कथानक आणि व्यक्तिचित्रण	15
3.	• पूर्णामायची लेकरं : आशय, समाजचित्रण व जीवनदर्शन	15
4.	• पूर्णामायची लेकरं : भाषा, निवेदन, संवाद आणि शैलीवैशिष्ट्ये	15

अभ्यासग्रंथ : पूर्णामायची लेकरं, गो. नी. दांडेकर

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र V
Title of the Course : साहित्याचे अध्यापन : भाग I
Course Code : MLT 110
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	साहित्याच्या अध्यापनाची संकल्पना जाणून घेतील.	1
CO 2	ललित वाङ्मयाच्या अध्यापनाचे स्वरूप समजून घेतील.	2
CO 3	ललित वाङ्मयाच्या अध्यापनाचे विविध घटक समजून घेतील.	3
CO 4	साहित्य समीक्षेच्या अध्यापनाचे स्वरूप जाणून घेतील.	4
CO 5	प्राचीन मराठी वाङ्मयाच्या अध्यापनाचे स्वरूप जाणून घेतील.	5
CO 6	साहित्याच्या अध्यापनाची एकून संकल्पना स्वरूप जाणून घेतील.	6

घटक	साहित्याचे अध्यापन : भाग १	तासिका
1.	साहित्याचे अध्यापन : संकल्पना आणि स्वरुप	15
2.	ललित वाङ्मयाचे अध्यापन : स्वरुप आणि घटक	15
3.	साहित्य-समीक्षेचे अध्यापन	15
4.	प्राचीन मराठी वाङ्मयाचे अध्यापन	15

अभ्यासग्रंथ : साहित्य : अध्यापन आणि प्रकार, संपादक भागवत, रसाळ, पाडगावा, मौज प्रकाशन, 1987.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र V
Title of the Course : निवडक मराठी आत्मकथा (संपा. राम शेवाळकर)
Course Code : MLT ME 101
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	आत्मकथा या वाङ्मयप्रकाराचे स्वरूप जाणून घेतील.	1
CO 2	नाना फडणीस, विष्णू गोडसे, पद्मवजी, रमाबाई यांच्या आत्मकथांची वैशिष्ट्ये समजून घेतील.	2
CO 3	कर्वे, लक्ष्मीबाई, कोल्हटकर यांच्या आत्मकथांची वैशिष्ट्ये समजून घेतील.	3
CO 4	विनोबा, फडके, माडखोलकर यांच्या आत्मकथांची वैशिष्ट्ये समजून घेतील.	4
CO 5	अत्रे आणि पगडी यांच्या आत्मकथांची वैशिष्ट्ये समजून घेतील.	5
CO 6	मराठीतील लेखकांच्या आत्मकथेचा प्रवास जाणून घेतील.	6

घटक	निवडक मराठी आत्मकथा	तासिका
1.	आत्मकथा : संकल्पना, स्वरूप आणि ऐतिहासिक आढावा (मराठी आत्मकथा)	15
2.	नाना फडणीस, विष्णूभट गोडसे, बाबा पद्मनजी, पं. रमाबाई यांच्या आत्मकथा.	15
3.	धोंडो केशव कर्वे, लक्ष्मीबाई टिळक, कोल्हटकर व विनोबा भावे यांच्या आत्मकथा.	15
4.	ना. सी. फडके, माडखोलकर, प्र. के. अत्रे, व सेतू माधवराव पगडी यांच्या आत्मकथा.	15

अभ्यासग्रंथ : निवडक मराठी आत्मकथा, संपादक राम शेवाळकर, साहित्य अकादमी, नवी दिल्ली, 1994.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र V
Title of the Course : मध्ययुगीन संतकवयित्रींची कविता
Course Code : MLT ME 102
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	आंतरजीवनाची समृद्धी आणि भाषेचे सत्त्व समजून घेणे	1
CO 2	मुक्ताबाईच्या, जनाबाईच्या अभंगांची वैशिष्टे समजून घेणे	2
CO 3	आऊबाईच्या, लिंबाईच्या अभंगांचा आढावा घेणे	3
CO 4	लाडाईच्या, सोयराबाईच्या अभंगांचा भावार्थ जाणून घेणे	4
CO 5	निर्मळा, भागूच्या अभंगांचा भावार्थ समजून घेणे	5
CO 6	कान्होपात्रा, भागुबाई, बहिणाबाई यांच्या अभंगांतील वैशिष्टे समजून घेणे	6

घटक	मध्ययुगीन संतकवयित्रींची कविता	तासिका
1.	• संतकवयित्रींची कविता : संकल्पना आणि स्वरूप • मध्ययुगीन संतकवयित्री : चरित्र आणि ऐतिहासिक आढावा	15
2.	• मुक्ताबाईचे अभंग • जनाबाईचे अभंग	15
3.	• सोयराबाईचे अभंग • निर्मळेचे अभंग	15
4.	• कान्होपात्रेचे अभंग • बहिणाबाईचे अभंग	15

अभ्यासग्रंथ : मध्ययुगीन संत कवयित्रींची कविता, संपादक डॉ. विलास खोले, साहित्य अकादमी, दिल्ली.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र V
Title of the Course : साहित्याचे अध्यापन भाग 1
Course Code : MLT Minor 104
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	साहित्याच्या अध्यापनाची संकल्पना जाणून घेतील.	1
CO 2	ललित वाङ्मयाच्या अध्यापनाचे स्वरूप समजून घेतील.	2
CO 3	ललित वाङ्मयाच्या अध्यापनाचे विविध घटक समजून घेतील.	3
CO 4	साहित्य समीक्षेच्या अध्यापनाचे स्वरूप जाणून घेतील.	4
CO 5	प्राचीन मराठी वाङ्मयाच्या अध्यापनाचे स्वरूप जाणून घेतील.	5
CO 6	साहित्याच्या अध्यापनाची एकून संकल्पना स्वरूप जाणून घेतील.	6

घटक	साहित्याचे अध्यापन भाग १	तासिका
1.	साहित्याचे अध्यापन : संकल्पना आणि स्वरुप : वैश्विक परिप्रेक्ष्य	15
2.	ललित वाङ्मयाचे अध्यापन : स्वरुप आणि घटक	15
3.	साहित्य-समीक्षेचे अध्यापन	15
4.	प्राचीन मराठी वाङ्मयाचे अध्यापन	15

अभ्यासग्रंथ : साहित्य : अध्यापन आणि प्रकार, संपादक भागवत, रसाळ, पाडगावकर, मौज प्रकाशन, 1987.

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Name of Programme : बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र : V
Title of the Course : पुस्तक परिचय, परीक्षण-समीक्षा-लेखन कौशल्ये
Course Code : VSC - 104
Number of Credits : 02

	Course outcome Description	Cognitive level (Bloom's level)
CO 1	पुस्तकाची निर्मिती प्रक्रिया व प्रचार-प्रसार व्यवस्था समजून घेतील.	1
CO 2	ग्रंथ प्रकाशनाचे स्वरूप जाणून घेतील.	2
CO 3	ग्रंथ प्रकाशनाशी संबंधित विविध प्रसार साधनांची माहिती करून घेतील.	3
CO 4	ग्रंथ-परीक्षण व ग्रंथपरीचय म्हणजे काय हे समजून घेतील.	4
CO 5	ग्रंथ समीक्षा व ग्रंथपरीचय म्हणजे काय हे समजून घेतील.	5
CO 6	विविध प्रसारमाध्यमांतील ग्रंथ समीक्षेचे स्वरूप समजून घेतील.	6

घटक		तासिका
1.	• पुस्तकनिर्मिति प्रक्रिया आणि प्रसार-प्रचार व्यवस्था : संकल्पना व स्वरुप • ग्रंथ प्रकाशन-लोकार्पण आणि इतर प्रसार साधने	15
2.	• ग्रंथ-परीक्षण, ग्रंथ-परीचय, ग्रंथसमीक्षा : स्वरूप, वैशिष्टये व लेखनकौशल्ये • ग्रंथ-समीक्षा आणि विविध प्रसारमाध्यमे (दैनिक वृत्तपत्र, मासिके, नियतकालिके, विशेषांक, वार्षिकांक, दिवाळी अंक)	15

संदर्भ ग्रंथ : प्रकाशन, संपादन आणि लेखनकौशल्ये - डॉ. उज्ज्वला भोर

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Name of Program	:	बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र VI
Title of the Course	:	वाङ्मयप्रकाराचा अभ्यास : चरित्र (अर्वाचीन) (एक होता कार्व्हर)
Course Code	:	MLT 111
Number of Credits	:	04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	चरित्र वाङ्मयप्रकाराची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	चरित्र वाङ्मयप्रकाराचे घटक आणि वैशिष्ट्ये समजून घेणे	2
CO 3	मराठीतील चरित्र वाङ्मयाचा इतिहास समजून घेणे	3
CO 4	एक होता कार्व्हर या चरित्रातील कथावस्तू व व्यक्तिचित्रण समजून घेणे	4
CO 5	एक होता कार्व्हर या चरित्रातील समाजचित्रण व जीवनदर्शन समजून घेणे	5
CO 6	एक होता कार्व्हर या चरित्रातील भाषा, निवेदन, संवाद, शैलीवैशिष्ट्ये समजून घेणे	6

घटक	**MLT 111 वाङ्मयप्रकाराचा अभ्यास : चरित्र (अर्वाचीन) (एक होता कार्व्हर)**	**तासिका**
1.	• चरित्र: व्याख्या संकल्पना आणि स्वरूप, • चरित्र या वाङ्मयप्रकाराचे विविध घटक आणि वैशिष्ट्ये • मराठीतील चरित्र वाङ्मयाचा इतिहास : प्राचीन व अर्वाचीन	15
2.	• एक होता कार्व्हर : कथावस्तू आणि व्यक्तिचित्रण	15
3.	• एक होता कार्व्हर : आशय, समाजचित्रण व जीवनदर्शन	15
4.	• एक होता कार्व्हर : भाषा, निवेदन, संवाद, शैलीवैशिष्ट्ये	15

अभ्यासग्रंथ : एक होता कार्व्हर, वीणा गवाणकर.

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Name of Program	:	बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र VI
Title of the Course	:	साहित्याचे अध्यापन : भाग 2
Course Code	:	MLT 112
Number of Credits	:	04 .

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	साहित्याच्या अध्यापनाची सूत्रे विद्यार्थी समजून घेतील.	1
CO 2	विद्यापीठीय अध्यापनाची समीक्षा मूल्ये समजून घेतील.	2
CO 3	मध्ययुगीन मराठी कवितेच्या अध्यापनाची माहिती जाणून घेतील.	3
CO 4	कथेच्या अध्यापनाविषयी आकलन समृद्ध होईल.	4
CO 5	कादंबरीच्या अध्यापनाविषयी आकलन समृद्ध होईल.	5
CO 6	नाटकाच्या अध्यापनाविषयी आकलन समृद्ध होईल.	6

घटक	**MLT 114 साहित्याचे अध्यापन भाग २**	**तासिका**
1.	• साहित्याचे अध्यापन : काही सूत्रे, • विद्यापीठीय अध्यापन : समीक्षा मूल्ये	15
2.	• मध्ययुगीन मराठी कवितेचे अध्यापन • कथेचे अध्यापन	15
3.	• कादंबरीचे अध्यापन • नाटकाचे अध्यापन	15
4.	• साहित्याचे रूपबंध : स्तरभेदानुसार अध्यापन	15

संदर्भ ग्रंथ : साहित्य : आस्वाद अध्यापन आणि समीक्षा : - संपादन - सतीश बडवे

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र VI
Title of the Course : स्वातंत्र्योत्तर मराठी गझल (मराठी गझल : अर्धशतकाचा प्रवास)
Course Code : MLT ME 101
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	गझल वाङ्मयप्रकाराची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	गझल वाङ्मयप्रकाराचे घटक आणि वैशिष्ट्ये समजून घेणे	2
CO 3	मराठीतील गझल वाङ्मयाचा इतिहास समजून घेणे	3
CO 4	गझल वाङ्मयप्रकारातील आशयविश्व समजून घेणे	4
CO 5	गझल वाङ्मयप्रकारातील जीवनदर्शन समजून घेणे	5
CO 6	गझल वाङ्मयप्रकारातील भाषा, शैली समजून घेणे	6

घटक	MLT 101 स्वातंत्र्योत्तर मराठी गझल (मराठी गझल : अर्धशतकाचा प्रवास)	तासिका
1.	• गझल : संकल्पना, स्वरुप आणि वैशिष्ट्ये, • मराठी गझल : उगम आणि विकास	15
2.	मंगेश पाडगावकर, सुरेश भट, वा. न. सरदेसाई, ललिता बांठिया, मनोहर रणपिसे, यांचा गझल रचना	15
3.	सदानंद डबीर, इलाही जमादार, ए. के. शेख, आप्पा ठाकूर, रमण रणदिवे यांच्या गझलरचना	15
4.	बबन सराडकर, शोभा तेलंग, दीपक करंदीकर, श्रीकृष्ण राऊत, शिवाजी जवदे यांच्या गझल	15

अभ्यासग्रंथ : मराठी गझल : अर्धशतकाचा प्रवास, संपादक राम पंडित; साहित्य अकादमी.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र VI
Title of the Course : वाङ्मयीन कौशल्ये : अलंकार आणि प्रतिमा
Course Code : MLT ME 102
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	वाङ्मयीन कौशल्ये व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	वाङ्मयीन कौशल्ये विविध घटक आणि वैशिष्टे समजून घेणे	2
CO 3	अलंकाराच्या उपपत्तीची मीमांसा करणे.	3
CO 4	अलंकाराचे वर्गीकरण करणे.	4
CO 5	प्रतिमा या संज्ञेचे विविध अर्थ शोधणे.	5
CO 6	प्रतिमा या संज्ञेची अपरिहार्यता शोधणे.	6

घटक	MLT 104 वाङ्मयीन कौशल्ये : अलंकार आणि प्रतिमा	तासिका
1.	• अलंकारशास्त्राचा इतिहास, • अलंकाराचे काव्यातील स्थान आणि कार्य, • अलंकाराच्या उत्पत्तीची मीमांसा आणि योजनेचे हेतू, • मराठीचे अलंकारशास्त्र, • अलंकाराचे वर्गीकरण	15
2.	• शब्दालंकार, • अर्थालंकार	15

3.	• प्रतिमा या संज्ञेचा अर्थ, • प्रतिमा या संज्ञेची अपरिहार्यता, • प्रभाकर पाध्यांचा प्रतिमा विचार, • शब्दांच्या जाती आणि प्रतिमा निर्मिती	15
4.	• कवी निर्मित प्रतिके, • प्रतिमांचे मूल्यमापन : प्राथमिक गृहिते, • प्रतिमेचे नावीन्य • प्रतिमेचे मूल्य संपूर्ण कवितेच्या संदर्भातच	15

संदर्भ ग्रंथ : 1. काव्यविभ्रम : म. वा. धोंड 2. कविता आणि प्रतिमा : सुधीर रसाळ.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 3 / सत्र VI
Title of the Course : साहित्याचे अध्यापन : भाग 2
Course Code : MLT Minor 105
Number of Credits : 04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	साहित्याच्या अध्यापनाची सूत्रे विद्यार्थी समजून घेतील.	1
CO 2	विद्यापीठीय अध्यापनाची समीक्षा मूल्ये समजून घेतील.	2
CO 3	मध्ययुगीन मराठी कवितेच्या अध्यापनाची माहिती जाणून घेतील.	3
CO 4	कथेच्या अध्यापनाविषयी आकलन समृद्ध होईल.	4
CO 5	कादंबरीच्या अध्यापनाविषयी आकलन समृद्ध होईल.	5
CO 6	नाटकाच्या अध्यापनाविषयी आकलन समृद्ध होईल.	6

घटक	**MLT 114 साहित्याचे अध्यापन भाग २**	**तासिका**
1.	• साहित्याचे अध्यापन : काही सूत्रे, • विद्यापीठीय अध्यापन : समीक्षा मूल्ये	15
2.	• मध्ययुगीन मराठी कवितेचे अध्यापन • कथेचे अध्यापन	15
3.	• कादंबरीचे अध्यापन • नाटकाचे अध्यापन	15
4.	• साहित्याचे रूपबंध : स्तरभेदानुसार अध्यापन	15

संदर्भ ग्रंथ : साहित्य : आस्वाद अध्यापन आणि समीक्षा : - संपादन - सतीश बडवे

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VII (Honours Degree)
Title of the Course : वाङ्मयप्रकार : एकांकिका (निवडक मराठी एकांकिका)
Course Code : MLT 113
Number of Credits : 04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	एकांकिका या वाङ्मयप्रकाराची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	एकांकिका या वाङ्मयप्रकाराचे घटक आणि वैशिष्ट्ये समजून घेणे	2
CO 3	एकांकिका या वाङ्मयप्रकाराचा इतिहास समजून घेणे	3
CO 4	एकांकिकाची अभ्यासक्रमातील कथावस्तू आणि व्यक्तिचित्रण समजून घेणे	4
CO 5	एकांकिकाचा अभ्यासक्रमातील आशय, समाजचित्रण व जीवनदर्शन समजून घेणे	5
CO 6	एकांकिकाची अभ्यासक्रमानी भाषा, निवेदन, संवाद, शैलीवैशिष्ट्ये समजून घेणे	6

घटक	MLT 113 वाङ्मयप्रकार : एकांकिका (निवडक मराठी एकांकिका)	तासिका
1.	एकांकिका : संकल्पना, स्वरूप, वैशिष्ट्ये मराठी एकांकिका वाङ्मयाचा ऐतिहासिक आढावा.	15
2.	• सकाळचा अभ्यास : राम गणेश गडकरी, • ऐट नको करूस : दिवाकर, • तुझं माझं जमेना : मो.ग. रांगणेकर, • घर : अनंत काणेकर	15
3.	• झपूर्झा : विजय तेंडुलकर, • सदू आणि दादू : पु.ल. देशपांडे, • रंगपांचालिका : पु.शि. रेगे, • भिंत : माधव आचवल	15
4.	• बंडू नानू आणि गुलाबी हत्ती : गंगाधर गाडगीळ, • होळी : महेश एलकुंचवार, • कहाणी कोणा प्रेमिकाची : रत्नाकर मतकरी, • सामना : सतीश आळेकर • कुलवृत्तांत : वृंदावन दंडवते	15

अभ्यासग्रंथ : निवडक मराठी एकांकिका–संपादक सुधा जोशी व रत्नाकर मतकरी, साहित्य अकादमी.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 सत्र VII (Honours Degree)
Title of the Course : गीतरचना : महाराष्ट्र गौरव गीते
Course Code : MLT 114
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	देशभक्तिपर गीतरचना संकल्पना व स्वरूप समजून घेणे	1
CO 2	देशभक्तिपर गीतरचनेचे घटक आणि वैशिष्ट्ये समजून घेणे	2
CO 3	मराठीतील महाराष्ट्र गौरव गीतरचनेचा इतिहास समजून घेणे	3
CO 4	मराठीतील महाराष्ट्र गौरव गीतरचनेचे माहात्म्य जाणून घेणे	4
CO 5	मराठीतील महाराष्ट्र गौरव गीतरचनेचे समाजचित्रण व जीवनदर्शन समजून घेणे	5
CO 6	मराठीतील महाराष्ट्र गौरव गीतरचनेतील मातृभाषेचे माहात्म्य जाणून घेणे	6

घटक	MLT 114 गीतरचना : महाराष्ट्र गौरव गीते	तासिका
1.	महाराष्ट्र गीते : क्र. 1 ते 10	15
2.	महाराष्ट्र गीते : क्र. 11 ते 20	15
3.	महाराष्ट्र गीते : क्र. 21 ते 30	15
4.	महाराष्ट्र गीते : क्र. 31 ते 40	15

अभ्यासग्रंथ : महाराष्ट्र गीत गाथा, संपादक दि. मा. प्रभुदेसाई केशव भिकाजी ढवळे, 1988.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 सत्र VII (Honours Degree)
Title of the Course : चित्रपट आणि साहित्य
Course Code : MLT 115
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	चित्रपट आणि साहित्य संकल्पना व स्वरूप समजून घेणे.	1
CO 2	चित्रपट आणि साहित्याचा परस्परसंबंध तपासणे.	2

CO 3	साहित्याची भाषा आणि चित्रपटाची भाषा यांचा अनुबंध तपासणे.	3
CO 4	मराठी साहित्यकृतींवरील चित्रपटांचा परामर्श घेणे.	4
CO 5	चित्रपट व पटकथालेखनाचे तंत्र व कौशल्ये आत्मसात करणे.	5
CO 6	साहित्यकृतींवरील चित्रपटनिर्मितीचा अभ्यास करणे.	6

घटक	**MLT 115 चित्रपट आणि साहित्य**	तासिका
1.	• चित्रपट आणि साहित्य परस्परसंबंध, • साहित्यातील कथारूपे व चित्रपटनिर्मिती • साहित्यातील कथारूपाचे माध्यमांतर आणि चित्रपटांची कथावस्तू . • साहित्याची भाषा आणि चित्रपटांची भाषा, • मराठी साहित्यकृतींवरील चित्रपटनिर्मिती : स्थूल आढावा	15
2.	• चित्रपट पटकथालेखनाची कौशल्ये • मराठी चित्रपटाची पटकथा : मूलतत्त्वे, घटक, व वैशिष्ट्ये	15
3.	• साहित्यकृतींवरील चित्रपटनिर्मितीचा अभ्यास (कादंबरी व पटकथा) • बनगरवाडी, नटरंग यांवरील चित्रपट (कादंबरी व चित्रपट)	15
4.	• सामना व सिंहासन (विजय तेंडुलकर) : पटकथालेखनाचा अभ्यास	15

संदर्भ ग्रंथ : मराठी साहित्य आणि चित्र 'पटकथा' – डॉ. प्रवीण महाजन

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Name of Program : बी.ए. मराठी साहित्य : वर्ष 4 : सत्र VII (Honours Degree)
Title of the Course : मराठी लोकगीते (संपा. रमेश वरखेडे)
Course Code : MLT ME 101
Number of Credits : 04

CO 1	लोकगीताची व्याख्या, संकल्पना, स्वरूप समजून घेणे.	1
CO 2	लोकगीताचा इतिहास, पुरातत्त्व, मानववंशशास्त्र, भाषाशास्त्र, धर्मशास्त्र, दैवतकथाशास्त्र यांच्याशी असलेले अनुबंध तपासणे.	2
CO 3	मराठीतील लोकगीताचा आशय, भाषा, रचना, प्रदेश, प्रकार व कलात्मक सौंदर्य यांचे विश्लेषण करणे.	3
CO 4	लोकगीते यांचा अभ्यास करणे.	4
CO 5	लोकगीत आणि विविध लोकाविष्कार यांचा अभ्यास करणे.	5
CO 6	इतर साहित्यापासून लोकगीतांचे वेगळेपण सांगता येणे, लोकगीत गुणवैशिष्ट्यांच्या आधारे सूत्रबद्ध करता येणे.	6

घटक	**MLT ME 101 मराठी लोकगीते (संपा. रमेश वरखेडे)**	तासिका
1.	• मराठी लोकगीत : संकल्पना, स्वरुप, घटक आणि वैशिष्ट्ये. • मराठी लोकगीत परंपरा : स्थूल आढावा.	15
2.	विठोबाची, बालाजीची, खंडोबाची, ज्योतिबाची, तीर्थक्षेत्राची गाणी	15
3.	तुळशीची, देवीची, दैवतगीते, लोकोपासकांची गाणी, लोकरामायण व लोकभारत	15
4.	कुटुंबगीते, विवाह व संस्कार गीते, स्त्रीगीते, बाळगाणी, कृषिगीते.	15

अभ्यासग्रंथ : मराठी लोकगीते : संस्कृती अभ्यासाची साधने, संपादक रमेश वरखेडे, साहित्य अकादमी.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VII (Honours Degree)
Title of the Course : वैदर्भीय लोकगीते (संपा. न.ह. खोडे)
Course Code : MLT ME 102
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	वैदर्भीय लोकगीताची संकल्पना, स्वरूप समजून घेणे.	1
CO 2	वैदर्भीय लोकगीताचा इतिहास, पुरातत्त्व, मानववंशशास्त्र, भाषाशास्त्र, धर्मशास्त्र, दैवतकथाशास्त्र यांच्याशी असलेले अनुबंध तपासणे.	2
CO 3	वैदर्भीय लोकगीताचा आशय, भाषा, रचना, प्रदेश, प्रकार व कलात्मक सौंदर्य यांचे विश्लेषण करणे.	3
CO 4	वैदर्भीय लोकगीते यांचा अभ्यास करणे.	4
CO 5	वैदर्भीय लोकगीत आणि विविध लोकाविष्कार यांचा अभ्यास करणे.	5
CO 6	वैदर्भीय इतर साहित्यापासून लोकगीतांचे वेगळेपण सांगता येणे, लोकगीत गुणवैशिष्ट्यांच्या आधारे सूत्रबद्ध करता येणे.	6

घटक	MLT ME 102 वैदर्भीय लोकगीते (संपा. न.ह. खोडे)	तासिका
1.	• नात्यासंबंधांतील ओव्या व ओवीगीते	15
2.	• देव, धर्म, साधुसंत, ऋषिमुनी, पुराण व थोर महापुरूषांच्या ओव्या व ओवीगीते	15
3.	• स्त्रियांनी ओवीरूपाने गाईलेले लोकरामायण, • लहान बाळाला झोपविताना म्हटलेली अंगाई गीते	15
4.	• विवाह समारंभातील ओव्या	15

अभ्यासग्रंथ : स्त्रियांची गाथा – संपादन व संकलन न. ह. खोडे

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VII
Title of the Course : संशोधनशास्त्र (Research Methdology)
Course Code : MLT R.M.
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	संशोधनाची संकल्पना समजून घेणे. संशोधनाच्या प्रेरणा, विविध पद्धती, व्याख्या आणि प्रयोजने लक्षात घेणे.	1
CO 2	संशोधकाची गुणवैशिष्ट्ये, संशोधन प्रक्रियेतील टप्पे आणि संशोधनाची विविध साधने यांचे सोदाहरण विवरण करता येणे.	2
CO 3	वाङ्मयीन संशोधनाच्या विविध अभ्यासक्षेत्रांचे स्वरूप स्पष्ट करणे.	3
CO 4	आंतरविद्याक्षेत्रीय संशोधनाच्या स्वरूपाची ओळख होणे.	
CO 5	मराठीतील संशोधकांच्या परंपरेचा परिचय होऊन या परंपरेतील संशोधनाचे महत्त्वमापन करता येणे.	4
CO 6	विद्यार्थ्यामध्ये विविध क्षेत्रात संशोधन करण्याची अभिरूची निर्माण करणे.	5

घटक	MLT R.M. संशोधनशास्त्र (Research Methdology)	तासिका
1.	• संशोधन : संकल्पना व स्वरूप, • संशोधनाचे हेतू व प्रयोजन, • संशोधनाची आवश्यकता, • उत्तम संशोधकाचे गुणविशेष, • संशोधनाची प्रक्रिया	15
2.	• संशोधनाचे प्रकार, • भाषा क्षेत्रातील संशोधनाचे स्वरूप, • वाङ्मय संशोधनाच्या विविध पद्धती	15
3.	• वाङ्मय संशोधनाची विविध अभ्यासक्षेत्रे, • प्रकारनिष्ठ संशोधन	15
4.	• संशोधन आराखडा तयार करणे, • संशोधन समस्या व मांडणी, • संशोधनाची उद्दिष्टे, • शोधनिबंधांची लेखनपद्धती, शोधनिबंधांचे सादरीकरण	15

अभ्यासग्रंथ : संशोधन : पद्धती, प्रक्रिया व अंतरंग, संपादक दु. का. संत.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VIII (Honours Degree)
Title of the Course : दलित काव्यप्रवाह (मराठी दलित कविता)
Course Code : MLT 116
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	मराठी दलित कवितेचा अभ्यास करणे.	1
CO 2	मराठी दलित कवितेचा दलित चळवळीशी अनुबंध पाहणे.	2
CO 3	मराठी दलित कवितेची परंपरा अभ्यासणे.	3
CO 4	मराठी दलित कवितेचे वर्गीकरण आणि विश्लेषण करणे.	4
CO 5	त्यांचे आशय-आविष्काराच्या आधारे मूल्यमापन करणे.	5
CO 6	मराठी दलित कवितेतील विषयवैविध्यांच्या आधारे सूत्रबद्ध मांडणी करता येणे.	6

घटक	MLT 116 दलित काव्यप्रवाह (मराठी दलित कविता)	तासिका
1.	दलित कविता : संकल्पना, स्वरूप, प्रवृत्ती आणि प्रवाह दलित कविता : ऐतिहासिक आढावा.	15
2.	नामदेव ढसाळ, दया पवार, केशव मेश्राम	15
3.	वामन निंबाळकर, यशवंत मनोहर, त्र्यंबक रुपकाळे	15
4.	अर्जुन डांगळे, ज. वि. पवार, प्रल्हाद चेंदवणकर	15

अभ्यासग्रंथ : 'मराठी दलित कविता : संपादक बी. रंगराव, साहित्य अकादमी.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VIII (Honours Degree)
Title of the Course : वैदर्भीय काव्यप्रवाह (वैदर्भीय काव्यधारा)
Course Code : MLT 117
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	वैदर्भीय काव्यप्रवाहाची संकल्पना, स्वरूप समजून घेणे.	1
CO 2	वैदर्भीय काव्यप्रवाहाचा इतिहास तपासणे.	2

CO 3	वैदर्भीय काव्यप्रवाहाचा आशय, भाषा, रचना, प्रकार व कलात्मक सौंदर्य यांचे विश्लेषण करणे.	3
CO 4	वैदर्भीय काव्यप्रवाहाचा अभ्यास करणे.	4
CO 5	वैदर्भीय काव्यप्रवाह आणि विविध लोकाविष्कार यांचा अभ्यास करणे.	5
CO 6	वैदर्भीय काव्यप्रवाहाचे इतर साहित्यापासून वेगळेपण सांगता येणे, वैदर्भीय काव्यप्रवाहाच्या गुणवैशिष्ट्यांच्या आधारे सूत्रबद्ध करता येणे.	6

घटक	**MLT 117 वैदर्भीय काव्यप्रवाह (वैदर्भीय काव्यधारा)**	तासिका
1.	• वैदर्भीय कविता : संकल्पना आणि स्वरुप • वैदर्भीय आधुनिक कविता : ऐतिहासिक आढावा.	15
2.	• कवी बी : काव्यानंद, चाफा, दीपज्योतीस, तीव्र जाणीव, डंका • श्री गुलाबराव महाराज : सूर्य नित्य देतो, गोकुळी किस्नाचा जलम, तान्ह्याचा उजेड पडला, कधीतरी हरशील रे, द्रौपदीची गोष्ट • अनिल : मानवता, तुझ्याविना, उशिराचा पाऊस, तहान, भग्नमूर्ती	15
3.	• भाऊसाहेब पाटणकर : लावण्य, दर्द, गीत, गझल, कव्वाली • राष्ट्रसंत तुकडोजी महाराज : धर्म हा पोरखेळ नव्हे, या झोपडीत माझ्या, या भारतात बंधुभाव, कोण दिवस..., भजनाचे सार्थक • बाबा आमटे : गतीचे गीत, सूर्यफुलवंतांना, सुखाचे साक्षीदार, प्रवास, माणूस माझे नाव	15
4.	• राम शेवाळकर : दीपकळी, जाणीव, नको आता रेंगाळणे, काजवे, संपले • सुरेश भट : माझा वऱ्हाड, केव्हा तरी पहाटे, ज्वलंत मी तर एक निखारा, एवढे दे पांडुरंगा, स्मरण • मधुकर केचे : मीरा, रंग, श्रावण, नवी लागवड, टोके • विठ्ठल वाघ : वैदर्भी, तिफन, मानूस, खापराचे दिवे, मेंढरं	15

अभ्यासग्रंथ : वैदर्भीय काव्यधारा: संपादक डॉ. राजेंद्र वाटाणे–

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VIII (Honours Degree)
Title of the Course : ग्रामीण साहित्य आणि स्त्रीवादी साहित्य (निवडक कविता)
Course Code : MLT 118
Number of Credits : 04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	भारतीय खेडे आणि ग्रामीण साहित्य, भारतीय समाजजीवन यांच्या नात्याचा शोध घेणे.	
CO 2	लोकजीवनातील शेती, शेतकरी चळवळ आणि ग्रामीण साहित्य, यांचा अनुबंध पाहणे.	
CO 3	मराठीतील ग्रामीण व स्त्रीवादी साहित्याची परंपरा अभ्यासणे.	
CO 4	ग्रामीण व स्त्रीवादी साहित्याचे वर्गीकरण आणि विश्लेषण करणे. त्यांचे आशय-आविष्काराच्या आधारे मूल्यमापन करणे.	
CO 5	मराठीतील निवडक ग्रामीण, स्त्रीवादी साहित्याचे मूल्यमापन करता येणे, त्यांची बलस्थाने सांगता येणे.	
CO 6	मराठीतील ग्रामीण, स्त्रीवादी साहित्य विषयवैविध्यांच्या आधारे सूत्रबद्ध करता येणे.	

घटक	**MLT 118 ग्रामीण साहित्य आणि स्त्रीवादी साहित्य (निवडक कविता)**	तासिका
1.	• प्रवृत्ती आणि प्रवाह : संकल्पना आणि स्वरूप • ग्रामीण साहित्य : संकल्पना, स्वरूप व विविध भूमिका • ग्रामीण काव्यप्रवाह : ऐतिहासिक आढावा.	15

2.	• पेरा (काव्यसंग्रह) – इंद्रजित भालेराव	
	• गाभा (काव्यसंग्रह) – केशव सखाराम देशमुख	15
3.	• स्त्रीवादी साहित्य : संकल्पना, स्वरूप, उगम आणि विकास	
	• मराठीतील स्त्रियांचे लेखन व स्त्रीवादी लेखन	
	• स्त्रीवादी काव्यप्रवाह : ऐतिहासिक आढावा.	15
4.	• दिगंत : अनुराधा पाटील, • दीर्घकविता : रजनी परूळेकर	15

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VIII (Honours Degree)
Title of the Course : वाङ्मयीन संस्कृती व वाचन-संस्कृती
Course Code : MLT ME 101
Number of Credits : 04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	वाङ्मयीन संस्कृती व वाचन-संस्कृती संकल्पना, स्वरूप समजून घेणे.	1
CO 2	वाङ्मयीन संस्कृती व वाचन-संस्कृतीचा इतिहास तपासणे.	2
CO 3	संस्कृती व वाङ्मयनिर्मितीचा अनुबंध तपासणे.	3
CO 4	वाङ्मयीन संस्कृती व वाचन-संस्कृतीचा अभ्यास करणे.	4
CO 5	वाङ्मयीन संस्कृती व वाचन-संस्कृतीच्या गुणवैशिष्ट्यांचा आढावा घेणे.	5
CO 6	वाङ्मयीन परंपरा आणि भाषांतर यांचा तुलनात्मक अभ्यास करणे.	6

घटक	**MLT ME 101 वाङ्मयीन संस्कृती व वाचन-संस्कृती**	**तासिका**
1.	• वाङ्मयीन संस्कृती	15
2.	• संस्कृती आणि वाङ्मयनिर्मिती	
	• वाङ्मयीन परंपरा आणि अभिरूची : ग्रामीण व नागरी	15
3.	• वाचन संस्कृती, • वाङ्मयीन परंपरा आणि भाषांतरे	15
4.	• भारतीयत्वाची संकल्पना आणि मराठी वाङ्मय	15

अभ्यासग्रंथ : वाङ्मयीन संस्कृती, डॉ. सुधीर रसाळ, मौज प्रकाशन.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VIII (Honours Degree)
Title of the Course : गीतरचना (शिवगीते व मराठी गौरवगीते)
Course Code : MLT ME 102
Number of Credits : 04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	गीतरचना या वाङ्मयप्रकाराची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	गीतरचना या वाङ्मयप्रकाराचे घटक आणि वैशिष्ट्ये समजून घेणे	2
CO 3	मराठीतील गीतरचना या वाङ्मयप्रकाराचा इतिहास समजून घेणे	3
CO 4	मराठी गौरवगीताचे महात्म्य जाणून घेणे	4
CO 5	मराठी गौरवगीतांतून समाजचित्रण व जीवनदर्शन समजून घेणे	5
CO 6	मराठी गौरवगीतांतून मातृभाषेचे महात्म्य जाणून घेणे	6

घटक	MLT 102 गीतरचना : शिवगीते व मराठी गौरवगीते	तासिका
1.	• गीत : एक काव्यप्रकार आणि कलाप्रकार	
	• गीतरचना : व्याख्या, घटक आणि वैशिष्टये	15
2.	• शिवरायाची गौरवगाथा : गीत क्र. 1 ते 20	15
3.	• शिवरायाची गौरवगाथा : गीत क्र. 35 ते 52,	
	• मराठी भाषा गौरवगीते : गीत क्र. 1 ते 20	15
4.	• मराठी भाषा गौरव गीते : गीत क्र. 21 ते 45	15

अभ्यासग्रंथ : महाराष्ट्र गीत गाथा – संपादक दि. मा. प्रभुदेसाई

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VII (Research Degree)
Title of the Course : प्राचीन व मध्ययुगीन मराठी साहित्याचा इतिहास (ल.रा. नसिराबादकर)
Course Code : MLT 113
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	साहित्येतिहासाची संकल्पना व स्वरूप समजून घेणे.	1
CO 2	मराठी भाषा, साहित्य व महाराष्टाची सांस्कृतिक जडणघडण जाणून घेणे.	2
CO 3	प्राचीन व मध्ययुगीन मराठी साहित्यातून समाज आणि संस्कृतीचा अभ्यास करणे.	3
CO 4	प्राचीन व मध्ययुगीन मराठी साहित्यातील प्रेरणा व अंतरंग जाणून घेणे.	4
CO 5	प्राचीन व मध्ययुगीन मराठी साहित्यातून विविध पंथांच्या व संप्रदायांच्या कार्याचा आढावा घेणे.	5
CO 6	प्राचीन व मध्ययुगीन मराठी साहित्यातील विविध साहित्यप्रवाहांचे आकलन करून घेणे.	6

घटक	MLT 113 प्राचीन व मध्ययुगीन मराठी साहित्याचा इतिहास (ल.रा. नसिराबादकर)	तासिका
1.	• साहित्येतिहास : संकल्पना व स्वरुप, • मराठी भाषा, साहित्य व महाराष्ट्र संस्कृती	
	• प्राचीन व मध्ययुगीन मराठी साहित्याची सामाजिक व सांस्कृतिक पार्श्वभूमी	
	• प्राचीन व मध्ययुगीन मराठी साहित्याच्या प्रेरणा	15
2.	• प्राचीन मध्ययुगीन मराठी पद्य, • प्राचीन मध्ययुगीन मराठी गद्य,	
	• प्राचीन मध्ययुगीन विविध पंथ	15
3.	• मराठी संत साहित्य, • मराठी पंडिती साहित्य,	
	• मध्ययुगीन मराठी साहित्याची विविध माध्यमे	15
4.	• मराठी शाहिरी वाङ्मय, • मराठी बखर वाङ्मय	15

अभ्यासग्रंथ : प्राचीन व मध्ययुगीन मराठी साहित्याचा इतिहास – ल. रा. नसिराबादकर

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VII (Research Degree)
Title of the Course : प्राचीन चरित्रवाङ्मय (लीळाचरित्र एकांक)
Course Code : MLT 114
Number of Credits : 04

CO 1	प्राचीन चरित्र वाङ्मयप्रकाराची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	प्राचीन चरित्र वाङ्मयप्रकाराचे घटक आणि वैशिष्ट्ये समजून घेणे	2

CO 3	मराठीतील प्राचीन चरित्र वाङ्मयाचा इतिहास समजून घेणे	3
CO 4	लीळाचरित्र एकांकातील कथावस्तू व व्यक्तिचित्रण समजून घेणे	4
CO 5	लीळाचरित्र एकांकातील समाजचित्रण व जीवनदर्शन समजून घेणे	5
CO 6	लीळाचरित्र एकांकातील भाषा, निवेदन, संवाद, शैलीवैशिष्ट्ये समजून घेणे	6

घटक	MLT 114 प्राचीन चरित्रवाङ्मय (लीळाचरित्र एकांक)	तासिका
1.	• प्राचीन मराठी चरित्र: व्याख्या संकल्पना आणि स्वरूप • प्राचीन मराठी चरित्र या वाङ्मयप्रकाराचे विविध घटक आणि वैशिष्ट्ये	15
2.	• महानुभाव गद्यवाङ्मय आणि लीळाचरित्र एकांक	15
3.	लीळाचरित्र एकांक : कथानक आणि आशयसूत्रे	15
4.	• चक्रधरांचे व्यक्तिमत्त्व • लीळाचरित्राची भाषाशैली व वाङ्मयीन वैशिष्ट्ये	15

अभ्यासग्रंथ : लीळाचरित्र एकांक – संपादक शं. गो. तळपुळे.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VII (Research Degree)
Title of the Course : मराठी नाट्यसंगीत : एक अभ्यास
Course Code : MLT ME 101
Number of Credits : 04

CO 1	मराठी नाट्यसंगीताची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	मराठी नाट्यसंगीताचा इतिहास समजून घेणे	2
CO 3	मराठी नाट्यसंगीताच्या मर्यादा व प्रयोजन जाणून घेणे	3
CO 4	मराठी नाट्यसंगीत ओळखण्याची पद्धती समजून घेणे	4
CO 5	मराठी नाट्यसंगीताचे प्रकार व घटक समजून घेणे	5
CO 6	मराठी नाट्यसंगीताचे वर्गीकरण करणे	6

घटक	MLT ME 101 मराठी नाट्यसंगीत : एक अभ्यास	तासिका
1.	• मराठी नाट्यसंगीताची वाटचाल, • मराठी नाट्य-संगीताचा धावता आढावा.	15
2.	• पदाचा अनुक्रम (गायकांच्या नावासह) • नाट्यपदांचा इतिहास	15
3.	नाट्यपदांचा अभ्यास : 1. किर्लोस्कर, 2. गो. ब. देवल, 3. श्रीपाद कृष्ण कोल्हटकर, अभ्यास, 4. भा.वि. वरेरकर, 5. कृष्णाजी प्रभाकर खाडीलकर.	15
4.	नाटयपदांचा अभ्यास : 1. वासुदेव वामन खरे, 2. राम गणेश गडकरी, 3. विठ्ठल सीताराम गुर्जर, 4. विनायक दामोदर सावरकर, 5. वामन गोपाळ जोशी.	15

अभ्यासग्रंथ : मराठी नाट्यसंगीत, बाळ सामंत, उत्कर्ष प्रकाशन, पुणे, 1975.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VII (Research Degree)
Title of the Course : तौलनिक साहित्याभ्यास
Course Code : MLT ME 102
Number of Credits : 04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	तुलना, साहित्य, विश्वंसाहित्य आणि राष्ट्रीय/भारतीय साहित्य या संकल्पना समजून घेणे. तुलनेच्या विविध व्याख्या लक्षात घेणे.	1

CO 2	दोन परस्परभिन्न वस्तुंची, विचारांची, साहित्याची तुलना करता येणे. तुलनेची विविध उदाहरणे सांगता येणे.	2
CO 3	विश्वसाहित्य आणि राष्ट्रीय/भारतीय साहित्य या संकल्पनांचे सोदाहरण स्पष्टीकरण करता येणे.	3
CO 4	आदानप्रदान, प्रभाव, प्रभव या संकल्पनांच्या आधारे साहित्याचे वर्गीकरण आणि विश्लेषण करता येणे.	4
CO 5	नेमलेल्या साहित्यकृतींचे तौलनिक साहित्याच्या तत्त्वांच्या आधारे मूल्यमापन करता येणे.	5
CO 6	जगातील कोणतेही साहित्य तौलनिक साहित्याच्या आधारे सूत्रबद्ध करता येणे.	6

घटक	**MLT ME 102 तौलनिक साहित्याभ्यास**	तासिका
1.	• तौलनिक साहित्य : स्वरूप आणि इतिहास, • साहित्यातील आदानप्रदान • राष्ट्रीय साहित्य, विश्वसाहित्य आणि भारतीय साहित्य • तौलनिक साहित्याचे विविध संप्रदाय	15
2.	• तौलनिक साहित्याचे अंतरंग, • आशयसूत्रविचार • वाङ्मयप्रकार, वाङ्मयीन चळवळी आणि वाङ्मयीन कालखंड, • संरचना आणि कल्पनाबंध	15
3.	• तौलनिक साहित्याचे अविभाज्य अंग, • भाषांतर, • माध्यमांतर	15
4.	• तौलनिक साहित्याचे महत्त्व, • तौलनिक साहित्य आणि वाङ्मय इतिहास • तौलनिक साहित्य आणि संस्कृती अभ्यास, • जागतिकीकरण आणि तौलनिक साहित्य	15

अभ्यासग्रंथ : तौलनिक साहित्य, डॉ. निशिकांत मिरजकर, प्रतिमा प्रकाशन, पुणे, 2016.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VII (Research Degree)
Title of the Course : Research Methodology संशोधनशास्त्र
Course Code : R.M.
Number of Credits : 04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	संशोधनाची संकल्पना समजून घेणे. संशोधनाच्या प्रेरणा, विविध पद्धती, व्याख्या आणि प्रयोजने लक्षात घेणे.	1
CO 2	संशोधकाची गुणवैशिष्ट्ये, संशोधन प्रक्रियेतील टप्पे आणि संशोधनाची विविध साधने यांचे सोदाहरण विवरण करता येणे.	2
CO 3	वाङ्मयीन संशोधनाच्या विविध अभ्यासक्षेत्रांचे स्वरूप स्पष्ट करणे.	3
CO 4	आंतरविद्याक्षेत्रीय संशोधनाच्या स्वरूपाची ओळख होणे.	4
CO 5	मराठीतील संशोधकांच्या परंपरेचा परिचय होऊन या परंपरेतील संशोधनाचे महत्त्वमापन करता येणे.	5
CO 6	विद्यार्थ्यामध्ये विविध क्षेत्रात संशोधन करण्याची अभिरूची निर्माण करणे.	6

घटक	R.M. Research Methodology संशोधनशास्त्र	तासिका
1.	• संशोधन : संकल्पना व स्वरूप, • संशोधनाचे हेतू व प्रयोजन, • संशोधनाची आवश्यकता, • उत्तम संशोधकाचे गुणविशेष, • संशोधनाची प्रक्रिया	15
2.	• संशोधनाचे प्रकार, • भाषा क्षेत्रातील संशोधनाचे स्वरूप, • वाङ्मय संशोधनाच्या विविध पद्धती	15
3.	• वाङ्मय संशोधनाची विविध अभ्यासक्षेत्रे, • प्रकारनिष्ठ संशोधन	15
4.	• संशोधन आराखडा तयार करणे, • संशोधन समस्या व मांडणी, • संशोधनाची उद्दिष्टे, • शोधनिबंधांची लेखनपद्धती, शोधनिबंधांचे सादरीकरण	15

अभ्यासग्रंथ : संशोधन : पद्धती, प्रक्रिया व अंतरंग, संपादक दु. का संत.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VIII (Research Degree)
Title of the Course : वाङ्मयप्रकार : ललितगद्य (प्रातिनिधिक लघुनिबंध संग्रह)
Course Code : MLT 115
Number of Credits : 04

	Course outcome Description	Cognitive Level (Bloom's Level)
CO 1	ललित गद्याची संकल्पना व स्वरूप समजून घेणे.	1
CO 2	ललित गद्याच्या आकृतिबंधाची घटकतत्त्वे समजून घेणे.	2
CO 3	ललित गद्याचे मराठी साहित्यातील महत्त्वपूर्ण योगदान समजून घेणे.	3
CO 4	ललित गद्याची वैचारिक वाटचाल समजून घेणे.	4
CO 5	ललित गद्याचे विविध प्रकार समजून घेणे.	5
CO 6	ललित गद्य लेखकांच्या लेखनाचा आढावा घेणे.	6

घटक	MLT 115 वाङ्मयप्रकार ललितगद्य (प्रातिनिधिक लघुनिबंध संग्रह)	तासिका
1.	• ललितगद्य : एक वाङ्मयप्रकार, • ललित निबंधाचे विविध उपप्रकार • मराठीतील ललित गद्याचा ऐतिहासिक आढावा.	15
2.	• खोटी नाणी – म. ना. अदवंत, • रेषा – माधव आचवल, • फणस – मधु मंगेश कर्णिक, • स्पर्शाची पालवी – गो. वि. करंदीकर • परिपूती – इरावती कर्वे	15
3.	• आम्ही वानरांच्या फौजा – श्रिनिवास कुलकर्णी, • आंगण – मधुकर केचे • शिव्या – वि. स. खांडेकर, • रेल्वे लाईन – वि. पां. दांडेकर • मध्यान्ह – कुसुमावती देशपांडे	15
4.	• माहेरवाशीन – गो. रा: दोडके, • निंबोणीच्या झाडामागे – मंगेश पाडगावकर • पहिला पांढरा केस – ना. सी. फडके, • सुगंधाची कळ – दुर्गा भागवत • फुलांमुलांविषयी चार शब्द – पु. भा. भावे	15

अभ्यासग्रंथ : प्रातिनिधिक लघुनिबंध संग्रह, संपादक के. जे. पुरोहित, साहित्य अकादमी.

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Name of Program	:	बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VIII (Research Degree)
Title of the Course	:	आधुनिक मराठी साहित्याचा इतिहास (प्र. न. जोशी)
Course Code	:	MLT 116
Number of Credits	:	04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	आधुनिक मराठी साहित्याद्वारे नवी वैचारिक मूल्ये जाणून घेणे.	1
CO 2	आधुनिक कालखंडातील राजकीय, सामाजिक पार्श्वभूमी जाणून घेणे.	2
CO 3	आधुनिक मराठी साहित्याची निर्मितिप्रक्रिया जाणून घेणे.	3
CO 4	आधुनिक कालखंडातील मराठी साहित्याची जडणघडण जाणून घेणे.	4
CO 5	आधुनिक मराठी साहित्यातील विविध साहित्यप्रवाहांची जाणीव करून घेणे.	5
CO 6	विविध विचारवंतांच्या विचारांना जाणून घेणे.	6

घटक	**आधुनिक मराठी साहित्याचा इतिहास**	**तासिका**
1.	• ब्रिटीश राजवटीतील महाराष्ट्र, • आधुनिक महाराष्ट्राचा विकास • महाराष्ट्राची धार्मिक पार्श्वभूमी, • महाराष्ट्राची सांस्कृतिक पार्श्वभूमी	15
2.	• शब्दकोश व व्याकरणे, • वृत्तपत्रे, नियतकालिके व निबंधवाङ्मय • लघुनिबंधाचे स्वरूप, • आधुनिक मराठी कविता	15
3.	• कथा व कादंबरी यांचा विकास, • मराठी नाट्यसृष्टी • चरित्रे व आत्मचरित्रे, • साहित्यसमीक्षेचे प्रकार	15
4.	• ललितगद्य – विनोद, प्रवासवृत्ते इ., • ललितगद्य – शब्दचित्रे – व्यक्तिचित्रे इ. • आधुनिक वाङ्मय : प्रेरणा व प्रकार	15

अभ्यासग्रंथ : आधुनिक मराठी साहित्याचा इतिहास – डॉ. प्र. न. जोशी.

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Name of Program	:	बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VIII (Research Degree)
Title of the Course	:	माझी आत्मकथा (डॉ. बाबासाहेब आंबेडकर)
Course Code	:	MLT ME 101
Number of Credits	:	04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	मराठी आत्मकथा या वाङ्मयप्रकाराची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	मराठी आत्मकथा या वाङ्मयप्रकाराचा उद्‌गम व विकास समजून घेणे	2
CO 3	मराठी आत्मकथेचे विविध घटक आणि वैशिष्टे समजून घेणे	3
CO 4	डॉ. बाबासाहेब आंबेडकर यांच्या आत्मकथेच्या आशयाची विविध वैशिष्ट्ये जाणून घेणे.	4
CO 5	डॉ. बाबासाहेब आंबेडकर यांच्या आत्मकथेच्या अभिव्यक्तीची विविध वैशिष्ट्ये जाणून घेणे.	5
CO 6	डॉ. बाबासाहेब आंबेडकर यांच्या आत्मकथेतील व्यक्तिचित्रण व समाजदर्शन घडविणे	6

घटक	MLT ME 101 माझी आत्मकथा (डॉ. बाबासाहेब आंबेडकर)	तासिका
1.	• आत्मकथा आणि मराठी आत्मकथा : संकल्पना आणि स्वरूप • मराठी आत्मकथा : ऐतिहासिक आलेख	15
2.	• 'माझी आत्मकथा' आणि डॉ. आंबेडकरांचे चरित्र	15
3.	• माझी आत्मकथा : डॉ. बाबासाहेब आंबेडकर : आशयाची विविध वैशिष्ट्ये	15
4.	• माझी आत्मकथा : डॉ. बाबासाहेब आंबेडकर : अभिव्यक्तीची विविध वैशिष्ट्ये	15

अभ्यासग्रंथ : माझी आत्मकथा, डॉ. बाबासाहेब आंबेडकर, मधुश्री पब्लिकेशन, पुणे, 2018.

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Name of Program : बी.ए. मराठी साहित्य : वर्ष : 4 / सत्र VIII (Research Degree)
Title of the Course : स्वातंत्र्योत्तर मराठी कथा (सहा कथाकार - भालचंद्र फडके)
Course Code : MLT ME 102
Number of Credits : 04

	Course outcome Description	**Cognitive Level (Bloom's Level)**
CO 1	कथा या वाङ्मयप्रकाराची व्याख्या, संकल्पना व स्वरूप समजून घेणे	1
CO 2	कथा या वाङ्मयप्रकाराचा उद्‌गम व विकास समजून घेणे	2
CO 3	कथा या वाङ्मयप्रकाराचे विविध घटक आणि वैशिष्टे समजून घेणे	3
CO 4	गाडगीळ व गाडगुळकर यांच्या कथेची वैशिष्ट्ये समजून घेणे.	4
CO 5	शंकर पाटील व जी.ए. कुळकर्णी यांच्या कथांतील विविध आशयसूत्रांचे आकलन करणे.	5
CO 6	बाबूराव बागूल यांच्या कथेतील व्यक्तिचित्रण व समाजदर्शन यांचे महत्व समजून घेणे.	6

घटक	MLT ME 102 स्वातंत्र्योत्तर मराठी कथा (सहा कथाकार – भालचंद्र फडके)	तासिका
1.	• मराठी कथा : संकल्पना, स्वरुप आणि विकास • मराठी कथा : नवकथोत्तर मराठी कथेची वाटचाल	15
2.	• गंगाधर गाडगीळ – किंडलेली माणसे, भागलेला चांदोबा, खरं सांगायचं म्हणजे.	15
3.	• व्यंकटेश माडगुळकर – मारुतराया, बाजाराची वाट, • शंकर पाटील – भुजंग, नाटक	15
4.	• जी.ए. कुलकर्णी – राधी गुंतवळ, विदुषक, • बाबूराव बागुल – भूक	15

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B.A. मराठी साहित्य (चार वर्षीय अभ्यासक्रम)

प्रश्नपत्रिकेचा आराखडा

गणविभाजन : सत्र I, II, III, IV, V, VI, VII, VIII (Honours / Research)

For Major / Minor Open Elective Subject

प्रत्येक लेखी सत्रांत परीक्षा - 80 गुण (4 Credit)
प्रत्येक सत्रांतील अंतर्गत मूल्यमापन - 20 गुण

प्रत्येक सत्रातील प्रश्नपत्रिकेचे एकूण गुण 100 (4 Credit)

प्रत्येक लेखी सत्रांत परीक्षा - 40 गुण (2 Credit)
अंतर्गत मूल्यमापन - 10 गुण

प्रत्येक सत्रातील प्रश्नपत्रिकेचे एकूण गुण - 50 (2 Credit)

कौशल्यकेंद्री (Skill Subjeet) व इतर प्रश्नपत्रिका : गुणांकन

प्रश्नपत्र	लेखी परीक्षा (Theory)	क्रियाकलाप (Activity)	अंतर्गत मूल्यमापन (CIE-Continuous Internal Evaluation)	एकूण गुण Total Marks	उत्तीर्ण किमान गुण Min Passing Marks	Credits
VSC	-	50	50	100	50	02
SEC	-	50	50	100	50	02
AEC	50	-	50	100	50	02
IKS	40	-	10	50	20	02

प्रश्नपत्रिकेचे स्वरूप

1. अभ्यासक्रमातील निर्धारित चारही घटकांवर अथवा दोन घटकांवर प्रश्नपत्रिकेमध्ये प्रश्न राहतील व काही प्रश्नपत्रिका चार श्रेयांकांच्या (Credit) तर काही दोन श्रेयांकाच्या (Credit) राहतील.
2. 4 Credit च्या प्रत्येक प्रश्नपत्रिकेमध्ये प्रत्येकी 16 गुणांचे 5 प्रश्न राहतील.
3. 2 Credit च्या Major/Minor विषयांच्या प्रश्नपत्रिकेमध्ये प्रत्येकी 8 गुणांचे 5 प्रश्न राहतील. (एकूण 40 गुण)
4. 2 Credit च्या A.F. C. (विषयाची लेखी प्रश्नपत्रिकेत 10 गुणांचे 5 प्रश्न राहतील. (एकूण 50 गुण)
5. 2 Credit च्या IKS विषयाच्या लेखी प्रश्नपत्रिकेत 8 गुणांचे 5 प्रश्न राहतील. (एकूण 40 गुण)
6. चार / दोन घटकांवर अंतर्गत पर्यायांसह आधारित प्रश्न राहतील.
7. पाचवा प्रश्न अनिवार्य असून त्यात प्र त्येक घटकावर 2 गुणांचा एक प्रश्न, असे एकूण 8 प्रश्न MCQ (बहुपर्यायी वस्तुनिष्ठ) स्वरूपांचे राहतील. (4 Credit साठी)
8. पाचवा प्रश्न अनिवार्य असून त्यात प्रत्येक घटकांवर 2-2 गुणांचे 2 प्रश्न असे एकूण 4 प्रश्न MCQ (बहुपर्यायी वस्तुनिष्ठ) स्वरूपांचे राहतील. (2 Credit Major/Minor Subject/ Open Elective/व इतर विषय)
9. 4 Credit ची प्रश्नपत्रिका (80 गुणांची) सोडविण्याचा अवधी 3 तासांचा व 2 Credit ची Major/Minor/O.E./इतर ची प्रश्नपत्रिका (40/50 गुणांची) सोडविण्याचा अवधी 2 तासांचा राहील.

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अंतर्गत मूल्यमापन

बी.ए. : मराठी साहित्य

20 गुण : कृती विभाजन (4 Credit) (Major / Minor / Open Elective)

1	गृहपाठ	– 5 गुण
2	मुलाखत / सर्वेक्षण	– 5 गुण
3	गटचर्चा / परिसंवाद	– 5 गुण
4	मौखिकी	– 5 गुण
	एकूण	**20 गुण**

10 गुण : कृतीविभाजन (2 Credits/Major/Minor Open Elective/IKS Subject)

1	गृहपाठ	– 5 गुण
2	मौखिकी	– 5 गुण
	एकूण	**10 गुण**

Skill Subject कृतीविभाजन (VSC, SEC, AEC etc.)

50 गुण – Activity : लघुप्रकल्प (Project on Subject) /क्षेत्रप्रकल्प/इतर Activity

50 गुण – अंतर्गत मूल्यमापन : गृहपाठ+मौखिकी+मुलाखत+गटचर्चा+परिसंवाद+सर्वेश्रण इत्यादी

प्रश्नपत्रिका आराखडा

4 Credit (एकूण गुण 80) (Major & Minor Subject)

प्रश्न 1	: 8 गुणांच्या 2 प्रश्नाचा एक गट पर्यायासह. (गट अ किंवा गट ब)	घटक 1 वर	(8 x 2 = 16)
प्रश्न 2	: 8 गुणांच्या 2 प्रश्नाचा एक गट पर्यायासह. (गट अ किंवा गट ब)	घटक 2 वर	(8 x 2 = 16)
प्रश्न 3	: 4-4 गुणांच्या चार लघुत्तरी प्रश्नांचा गट पर्यायांसह	घटक 3 वर	(4 x 4 = 16)
प्रश्न 4	: 4-4 गुणांच्या चार लघुत्तरी प्रश्नांचा गट पर्यायांसह	घटक 4 वर	(4 x 4 = 16)
प्रश्न 5	: 2-2 गुणांचे आठ प्रश्न MCQ (वस्तुनिष्ठ पर्यायी) स्वरूपाचे. (प्रत्येक घटकांवर 2 प्रश्न)		(2 x 8 = 16)

2 Credit (एकूण गुण 40) (Major & Minor Subject/ IKS)

प्रश्न 1	: 8 गुणांचा एक प्रश्न पर्यायासह.	घटक 1 वर
प्रश्न 2	: 8 गुणांचा एक प्रश्न पर्यायासह.	घटक 2 वर
प्रश्न 3	: 4 गुणांच्या 2 प्रश्नांचा एक गट पर्यायासह. (गट अ किंवा ब.)	घटक 1 वर
प्रश्न 4	: 4 गुणांच्या 2 प्रश्नांचा एक गट पर्यायासह. (गट अ किंवा ब.)	घटक 2 वर
प्रश्न 5	: 2 - 2 गुणांचे 4 प्रश्न MCQ (बहुपर्यायी वस्तुनिष्ठ) स्वरूपाचे. अनिवार्य. (प्रत्येक घटकांवर 2 प्रश्न) (2 x 4 = 8) (AEC - वरीलप्रमाणे 10 गुणांचे 5 प्रश्न)	

B.A. मराठी साहित्य (चार वर्षीय अभ्यासक्रम)

प्रशिक्षण कार्य किंवा क्षेत्र प्रकल्प (4 Credit / 2 Credit)

(On Job Training OR Internalship / Apprenticeship / Field Project)

प्रशिक्षण कार्याचे स्वरूप : विद्यार्थ्यांना 4 Credit चे प्रशिक्षण कार्य पूर्ण करण्यासाठी एखाद्या मान्यताप्राप्त संस्थेत किमान 4 सप्ताह (4 Week) व कमाल 6 सप्ताह (6 Week) प्रत्यक्ष कार्यक्षेत्री जाऊन काम केल्याचे उपस्थिती व कार्य प्रमाणपत्र आवश्यक राहील.

प्रशिक्षण कार्यक्षेत्र : परिसरातील वा शहरातील/गावातील वा महाविद्यालयाशी संलग्न जिल्ह्यातील मान्यताप्राप्त वा शासकीय ग्रंथालये, वाचनालये, वृत्तपत्रांच्या कचेऱ्या, जिल्हास्तरावरील वृत्तपत्रांची केंद्रे, वाहिन्यांची कार्यालये, दूरदर्शन, आकाशवाणी केंद्रे, महाविद्यालयांची ग्रंथालये (स्वतःचे महाविद्यालय सोडून) यापैकी कुठल्याही कार्यक्रेंद्रावर जाऊन प्रशिक्षणकार्य पूर्ण करावे.

- सत्र संपण्यापूर्वीच हे प्रशिक्षण कार्य पूर्ण करणे अनिवार्य राहील.

क्षेत्रप्रकल्प (Field Project) : आपल्या 'मराठी साहित्य' या विषयांतर्गत कुठलाही एक क्षेत्रप्रकल्प तयार करून तो लिखित व मुद्रित स्वरूपात (किमान 50 व कमाल 100 पृष्ठे) (4 Credit) किमान 25 पृ. व कमाल 50 पृष्ठे (2 Credit) विभागात सादर करणे अनिवार्य राहील. या प्रकल्पाच्या मूल्यांकनानंतर विद्यार्थ्यास 4/2 Credit प्रदान केले जातील.

बी.ए. सत्र VII व VIII

शोधप्रकल्प – सत्र VII (Research) (4 Credit)

शोधप्रकल्प – सत्र VIII (Research) (8 Credit)

शोधप्रकल्प अभ्यासक्षेत्र : प्रत्येक विद्यार्थ्यस बी.ए. मराठी साहित्य (Research Digree) च्या चतुर्थ वर्षात एक संशोधन प्रकल्प करणे अनिवार्य आहे. हा प्रकल्प 'मराठी साहित्य' या विषय परिघातील कुठल्याही विषयावर सादर करता येईल. हे प्रोजेक्टवर्क किमान 50 ते कमाल 100 मुद्रित पृष्ठांचे राहील.

शोधप्रकल्प सत्र VII (4 Credit) : या संशोधनकार्याचा पहिला टप्पा सत्र VII मध्ये पूर्ण करून त्या विषयीचा प्रगती अहवाल आपल्या विभागाकडे सादर करावा लागेल. या मध्ये संदर्भ साहित्याचे अवलोकन आणि वाचन, शोध प्रकल्पाचा संपूर्ण आराखडा, प्रकरणांची सविस्तर रचना, आधार ग्रंथांची सुची, संदर्भ ग्रंथांची सूची, मार्गदर्शकाचा सकारात्मक कार्याविषयक अभिप्राय, विभाग प्रमुखांचा सादर करावा लागेल. तिसऱ्या सत्राच्या प्रगती अहवालावर आधारित प्रमाणपत्र विभागातून प्राप्त होईल. त्यानुसार विद्यार्थ्यास 4 Credits प्रदान करण्याची शिफारस करण्यात येईल.

शोधप्रकल्प – सत्र VIII (8 Credit)

विद्यार्थ्यांनी आपली लिखित व मुद्रित 50 ते 100 पृष्ठांचा शोध प्रकल्प विभागाला सत्र संपण्यापूर्वी सादर करावयाचा आहे.

या शोध प्रकल्पाचा मूल्यांकनानंतर विद्यार्थ्यास 8 Credits प्रदान केले जातील.

B.A. मराठी साहित्य (चार वर्षीय अभ्यासक्रम)

संक्षेपांचे स्पष्टीकरण

OE	= Open Elective Course	OE	= खुले/ मुक्त ऐच्छिक अभ्यासक्रम
VSC	= Vocational Skill Courses	VSC	= व्यावसायिक कौशल्यकेंद्री अभ्यासक्रम
SEC	= Skill Enhancement Courses	SEC	= कौशल्य - विकास अभ्यासक्रम
AEC	= Ability Enhancement Course	AEC	= क्षमता - विकास अभ्यासक्रम
IKS	= Indian Knowledge System Course	IKS	= भारतीय ज्ञानप्रणाली अभ्यासक्रम
VEC	= Value Education Course	VEC	= मूल्यशिक्षण अभ्यासक्रम
CC	= Co-Curricular Course	CC	= सह-शैक्षणिक अभ्यासक्रम
FP	= Feild Project	FP	= क्षेत्र - प्रकल्प
OJT	= On Job Training	OJT	= कार्यांतर्गत प्रशिक्षण
CEP	= Community Engagement Project	CEP	= सामाजिक बांधिलकी प्रधान/युक्त प्रकल्प
RP	= Research Project	RP	= शोध प्रकल्प.

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Rashtrasant Tukadoji Maharaj Nagpur University

Nagpur

B.A. Program

Course (Major) :Sociology

Revised Syllabus for B.A. Sociology

(First, Second, Third and Fourth Semester)

(Submitted on 21.04.25)

(as per resolution in BoS and Faculty Meetings)

BOARD OF STUDIES (SOCIOLOGY)

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY

NAGPUR

BACHELOR OF ARTS PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of B.A. SOCIOLOGY Degree Programme (Four Years) w.e.f. 2024-25.

First Year: Semester I (B.A. CERTIFICATE)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter/ point* (40%)	Total
						CIE	Activity	SEE		
4.5	Major	Mandatory	BASOC1M01	Sociology: An Introduction of Sociological Concepts	4	20		80	40% (CIE+SEE)	100
			BASOC1M02	Social Institutions - I	2	10		40	40% (CIE+SEE)	50
	Open Elective (for basket)		BASOC1OE01	Fundamentals of Sociology	4	20		80	40% (CIE+SEE)	100
	Vocational Skill Course		BASOC1VSC01	Organizing Social Survey	2	50	50		50% (CIE+ACTIVITY)	100
	Skill Enhancement Course		BASOC1SEC01	Working with Culture	2	50	50		50% (CIE+ACTIVITY)	100
	Ability Enhancement Course		ENG1AEC1	Enhancing Ability Disposition and Temperament - I	2	50		50	40% (CIE+SEE)	100
	Value Education Course		BAVEC-1	Environmental Studies	2	10		40	40% (CIE+SEE)	50
	Indian Knowledge System		BASOC1IKS01	Social Reformers, Issues and Movements	2	10		40	40% (CIE+SEE)	50
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2	50	50		50% (CIE+ACTIVITY)	100
	Cumulative Credit/ Marks				22					

Note : 1. This scheme is prepare as per Direction No. 31 of 2024.

2. *The examination and evaluation scheme (including CIE, Activity and SEE) subject to guidelines or directions or notifications issued by University or Government of Maharashtra or UGC time to time.

3. Course Codes of AEC, VEC and CC is common to all BA courses and will be decided by university

UNDER GRADUATE PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2024-25.

First Year: Semester II (UG CERTIFICATE)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter/point (40%)	Total
						CIE	Activity	SEE		
4.5	Major	Mandatory	BASOC2M01	Introduction of Social Processes	4	20		80	40% (CIE+SEE)	100
			BASOC2M02	Social Institutions - II	2	10		40	40% (CIE+SEE)	50
	Minor		BASOC2M02	Social Institutions - II	2	10		40	40% (CIE+SEE)	50
	Open Elective		BASOC2OE02	Social Institutions	4	20		80	40% (CIE+SEE)	100
	Vocational Skill Course		BASOC2VSC02	Framing Questionnaire	2	50	50		50% (CIE+ACTIVITY)	100
	Skill Enhancement Course		BASOC2SEC02	Sociological Imagination	2	50	50		50% (CIE+ACTIVITY)	100
	Ability Enhancement Course		BA/MARAEC-2	मराठी भाषाज्ञान आणि आकलन : भाग १	2	50		50	40% (CIE+SEE)	100
	Value Education Course		BAVEC-2	Constitution of India	2	10		40	40% (CIE+SEE)	50
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2	50	50		50% (CIE+ACTIVITY)	100
	Cumulative Credit/ Marks				44					
	Cumulative Credit for PG diploma (Sem. 1+2)									
Exit option: UG Certificate (44 Credits) after One year										

Note : 1. UGSO2M02 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time. This scheme is prepare as per Direction No. 31 of 2024.

3. Course Codes of AEC, VEC and CC is common to all BA courses and will be decided by university

UNDER GRADUATE PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2025-26.

Second Year: Semester III (UG DIPLOMA)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter / point (40%)	Total
						CIE	Activity	SEE		
5.0	Major	Mandatory	BASOCO3M01	Foundations of Sociological Thought	4	20		80	40% (CIE+SEE)	100
			BASOC3M02	Social Problems in Contemporary India - I	2	10		40	40% (CIE+SEE)	50
	Minor		BASOC3M01	Foundations of Sociological Thought	4	20		80	40% (CIE+SEE)	100
	Open Elective		BASOC3OE03	Social Structure	2	10		40	40% (CIE+SEE)	50
	Field Project		BASOC3FP01	Field Project	2	50	50		50% (CIE+ACTIVITY)	100
	Vocational Skill Course		BASOC3VSC03	Digital Tools in Social Research	2	50	50		50% (CIE+ACTIVITY)	100
	Ability Enhancement Course		BA/MARAEC-3	मराठी भाषाज्ञान आणि आकलन : भाग १	2	50		50	40% (CIE+SEE)	100
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2					
	Cumulative Credit/ Marks				64					

Note : 1. UGSO3M01 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time. This scheme is prepare as per Direction No. 31 of 2024.

3. Course Codes of AEC and CC is common to all BA courses and will be decided by university

UNDER GRADUATE PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2025-26.

Second Year: Semester IV (UG DIPLOMA)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter / point (40%)	Total
						CIE	Activity	SEE		
5.0	Major	Mandatory	BASOC4M01	Indian Sociological Traditions	4	20		80	40% (CIE+SEE)	100
			BASOC4M02	Social Problems in Contemporary India - II	2	10		40	40% (CIE+SEE)	50
	Minor		BASOC4M01	Indian Sociological Traditions	4	20		80	40% (CIE+SEE)	100
	Open Elective		BASOC4OE04	Social Communities	2	10		40	40% (CIE+SEE)	50
	Skill Enhancement Course		BASOC4SEC03	Conversations Analysis	2	50	50		50% (CIE+ACTIVITY)	100
	Ability Enhancement Course		ENG1AEC2	Enhancing Ability Disposition and Temperament - II	2	50		50	40% (CIE+SEE)	
	Internship / Apprenticeship/ Community Engagement Program(CEP) :		BASOC4CEC01	Community Engagement Program	2	50	50		50% (CIE+ACTIVITY)	100
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2	50	50		50% (CIE+ACTIVITY)	100
	Cumulative Credits/ Marks				84					
2 Year - 4 Semester UG Diploma (84 credits) after two-year										

Note : 1. UGSO4M01 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time. This scheme is prepare as per Direction No. 31 of 2024.

3. Course Codes of AEC and CC is common to all BA courses and will be decided by university

UNDER GRADUATE PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2026-27.

Third Year: Semester V (UG DEGREE)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter / point (40%)	Total
						CIE	Activity	SEE		
5.5	Major	Mandatory	BASOC5M01	Sociology of Education	4	20		80	40% (CIE+SEE)	100
			BASOC5M02	Indian Society: The Structural Issues	4	20		80	40% (CIE+SEE)	100
		Elective	BASOC5E01	Family, Kinship and Marriage	4	20		80	40% (CIE+SEE)	100
			BASOC5E02	Introduction of Gender Studies						
			BASOC5E03	Sociology of Social Movement						
			BASOC5E04	Introduction to Cultural Studies						
	Minor		BASOC5M02	Indian Society: The Structural Issues	4	20		80	40% (CIE+SEE)	100
	Field Project		BASOC5FP02	FIELD PROJECT	2	50	50		50% (CIE+ACTIVITY)	100
	Vocational Skill Course		BASOC5VSC04	Introduction of SPSS /Atlas-ti	2	50	50		50% (CIE+ACTIVITY)	100
	Cumulative Credits/ Marks				104					

Note : 1. UGSO5M02 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. For Elective offers Four Groups or Specialisations. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.

3. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time. This scheme is prepare as per Direction No. 31 of 2024.

UNDER GRADUATE PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2026-27.

Third Year: Semester VI (UG DEGREE)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter / point (40%)	Total
						CIE	Activity	SEE		
5.5	Major	Mandatory	BASOC6M01	Education and Society in India	4	20		80	40% (CIE+SEE)	100
			BASOC6M02	Cultural Issues in Indian Society	4	20		80	40% (CIE+SEE)	100
		Elective	BASOC6E01	Rural and Urban Transformation	4	20		80	40% (CIE+SEE)	100
			BASOC6E02	Gender and Society						
			BASOC6E03	Social Movement in India						
			BASOC6E04	Media and Society						
	Minor		BASOC6M02	Cultural Issues in Indian Society	4	20		80	40% (CIE+SEE)	100
	On Job Training		BASOC6OJT01		4	50	50		50% (CIE+ACTIVITY)	100
	Cumulative Credits/ Marks				124					
	3 Year - 6 Semester UG Degree (124 credits) after three-year									

Note : 1. UGSO6M02 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. For Elective : Student should select the group, which opt in 5th semester of UG Program. There is no choice for selecting paper from other group in this semester.

3. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time. This scheme is prepare as per Direction No. 31 of 2024.

UNDER GRADUATE PROGRAM IN SOCIOLOGY

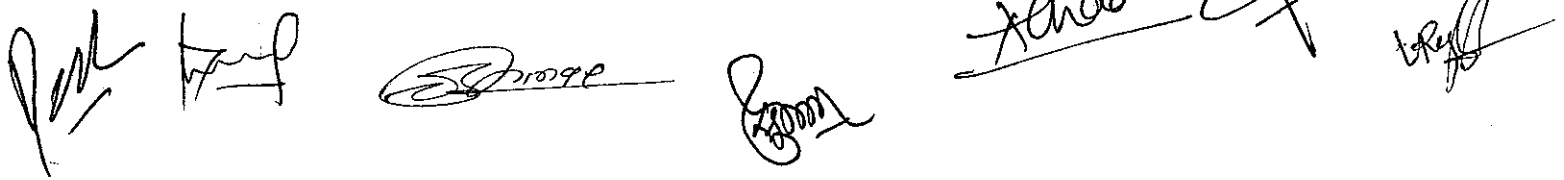
Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28.

Fourth Year: Semester VII (UG HONOURS DEGREE)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter/ point (40%)	Total
						CIE	SEE		
6.0	Major	Mandatory	BASOC7M01	Sociological Thinkers and Theories	4	20	80	40% (CIE+SEE)	100
			BASOC7M02	Perspectives on Indian Society -I	4	20	80	40% (CIE+SEE)	100
			BASOC7M03	Constitution and Social Change in India	4	20	80	40% (CIE+SEE)	100
		Elective	BASOC7E01	Sociology of Social Exclusion	4	20	80	40% (CIE+SEE)	100
			BASOC7E02	Women in Indian Society					
			BASOC7E03	Sociology of Development					
			BASOC7E04	Social Theories of Cultural Studies					
	Research Methodology		BASOC7RM1	Research Methods in Sociology	4	20	80	40% (CIE+SEE)	100
	Cumulative Credits/ Marks				144				

Note : 1. For Elective : Student should select the group, which opt in 5th and subsequently 6th and 7th semester of UG Program. There is no choice for selecting paper from other group in this semester.

2. This scheme is prepare as per Direction No. 31 of 2024.



UNDER GRADUATE PROGRAM IN SOCIOLOGY

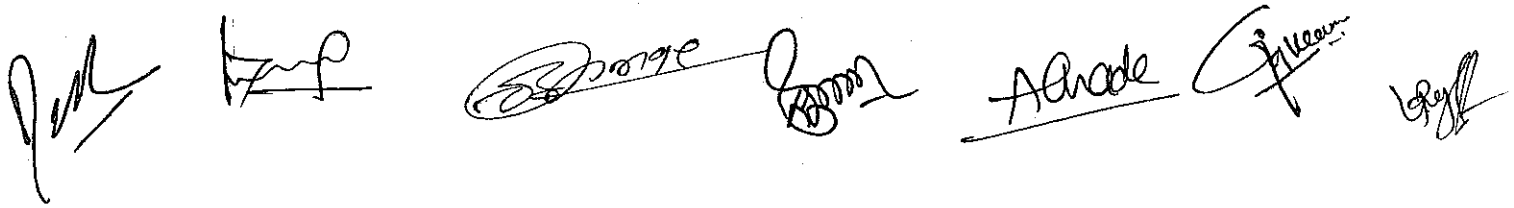
Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28.

Fourth Year: Semester VII (UG HONOURS WITH RESEARCH DEGREE)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter / point (40%)	Total
						CIE	Activity	SEE		
6.0	Major	Mandatory	UGSO7M01	Sociological Thinkers and Theories	4	20		80	40% (CIE+SEE)	100
			UGSO7M02	Perspectives on Indian Society -I	4	20		80	40% (CIE+SEE)	100
		Elective	UGSO7E02	Sociology of Social Exclusion	4	20		80	40% (CIE+SEE)	100
			UGSO7E03	Women in Indian Society						
			UGSO7E04	Sociology of Development						
			UGSO7M01	Sociological Theories of Cultural Studies						
	Research Methodology		UGSO7RM2	Research Methods in Sociology	4	20		80	40% (CIE+SEE)	100
	Research Project		UGSO7RP01	Research Project - I	4	50	50		50% (CIE+ACTIVITY)	100
	Cumulative Credits/ Marks				144					

Note: 1. For Elective : Student should select the group, which opt in 5th and subsequently 6th and 7th semester of UG Program. There is no choice for selecting paper from other group in this semester.

2. This scheme is prepare as per Direction No. 31 of 2024.



UNDER GRADUATE PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28.

Fourth Year: Semester VIII (UG HONOURS WITH RESEARCH DEGREE)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter / point (40%)	Total
						CIE	Activity	SEE		
6.0	Major	Mandatory	UGSO8M01	Contemporary Sociological Theory	4	20		80	40% (CIE+SEE)	100
			UGSO8M02	Perspectives on Indian Society - II	4	20		80	40% (CIE+SEE)	100
		Elective	UGSO8E02	Sociology of Social Stratification	4	20		80	40% (CIE+SEE)	100
			UGSO8E03	Women and Law						
			UGSO8E04	State, Politics and Development						
			UGSO8M01	Culture and Symbolic Transformation						
	Research Project		UGSO7RP02	Research Project - II	8	100	100		50% (CIE+ACTIVITY)	200
	Cumulative Credits/ Marks				164					
4 Year - 8 Semester UG Honours with Research Degree (176 credits) after four-year										

Note: 1. For Elective : Student should select the group, which opt in 5th and subsequently 6th, 7th and 8th and semester of UG Program. There is no choice for selecting paper from other group in this semester.

2. This scheme is prepare as per Direction No. 31 of 2024.

-: GROUPS FOR ELECTIVES :-

(Student can select a group from below in 5th Semester and continue it up till 8th Semester. Elective group cannot be changed throughout UG Program of Sociology Course)

Group	Course Code	Subject
A Social System	BASOC5E01	Family, kinship and Marriage
	BASOC6E01	Rural and Urban Transformation
	BASOC7E01	Sociology of Social Exclusion
	BASOC8E01	Sociology of Social Stratification
B Women and Gender	BASOC5E02	Introduction of Gender Studies
	BASOC6E02	Gender and Society
	BASOC7E02	Women in Indian Society
	BASOC8E02	Women and Law
C Change and Development	BASOC5E03	Sociology of Social Movement
	BASOC6E03	Social Movements in India
	BASOC7E03	Sociology of Development
	BASOC8E03	State, Politics and Development
D Cultural Studies	BASOC5E04	Introduction to Cultural Studies
	BASOC6E04	Media and Society
	BASOC7E04	Sociological Theories of Cultural Studies
	BASOC8E04	Culture and Symbolic Transformation

Semester I : Bachelor in Arts (B.A.)

Type and Code : Major Mandatory : BASOC1M01

Name of Course : Introduction of Sociological Concepts

Syllabus of Course

Unit 1. Culture and Society:

A. Meaning, definition and characteristics of culture.
B. Elements of culture: Cognitive elements, beliefs, values and norms, and signs.
C. Culture and ways of individual behaviour and personality.

Unit 2. Social structure:

A. Group-Subgroup and Non-Groups, Structural Norms and Values, Roles and Role Sets, and Status and Status Sets
B. Characteristics of Social Structures Boundaries, Roles Structure, Structures of Affection, Power and Prestige, Communication, relationship
C. Forms of Social Structure: Patriarchal, Feudal Caste, Capitalist Class

Unit 3. Social Stratification:

A. Difference between Social differentiation and social stratification.
B. Social Stratification: Meaning, definition and unequal distribution of Powers and Authorities
C. Forms of Social Stratification: Caste, Class and Gender

Unit 4. Concept of Gender

A. Definition and Meaning of Gender, MFLGBTAQI+

B. Gender and Culture : Language, Belief-Masculine & Feminine, Values, attitudes and Norms

C. Gender and Structure : Roles, status and social identity, division of labour, power : patriarchy and matriarchy

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata McGraw Hill,New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan,RuikarMarg, Nagpur.
11. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017
13. दुधे, मेश्राम, बोरकर आणि सोनटक्के, समाजशास्त्र – विषय आणि संकल्पना, जी.सी. पब्लिशर्स, नागपूर
14. आगलावे, प्रदीप, समाजशास्त्र – विषय आणि संकल्पना, श्री साईनाथ प्रकाशन, नागपूर

Type and Code : Major Mandatory : BASOC1M02

Name of Course : **Social Institutions - I**

Syllabus of Course

Unit 1 : Political Institutions

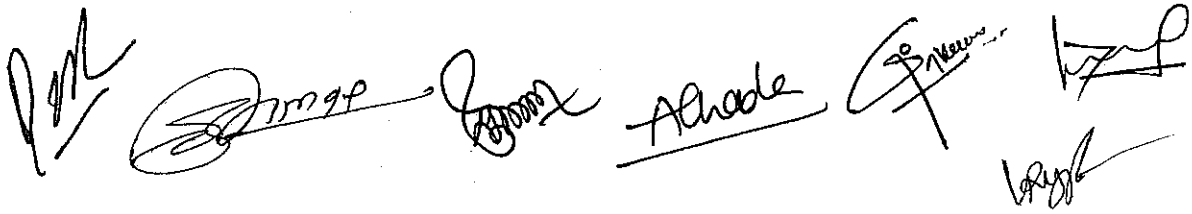
A. Political Power and State : Nature of Power, Types of Authority, Distribution of Power-Democracy, Oligarchy and Autocracy
B. Culture and Politics : Political Culture, Political Attitude, Political Participation and Political Violence
C. Society and Politics : Stratification and Politics, Politics and Economy

Unit 2 : Economic Institutions

A. Contemporary economic Systems : Capitalism, Socialism and Communism
B. The world Economy : Multinational Corporations, Welfare for Rich, Exploitation of labour
C. Economy and Society : Labour Force, occupational structure and formation of stratification

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill,New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan,RuikarMarg, Nagpur.
11. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017



Type and Code : Open Elective : BASOC1OE01

(Important Note : This paper can opt by only those students who does not opt sociology as major)

Name of Course : **Fundamentals of Sociology**

Syllabus of Course

Unit 1. Sociology - The Discipline:

A. Modernity and social changes in Europe and emergence of sociology.
B. Scope of the subject and comparison with other social sciences.
C. Sociology and common sense.

UNIT 2. Sociology as Science:

A. Science, scientific method and critique.
B. Major theoretical strands of research methodology.
C. Positivism and its critique.
D. Fact value and objectivity.
E. Non- positivist methodologies.

UNIT 3. Stratification and Mobility:

A. Concepts- equality, inequality, hierarchy, exclusion, poverty and deprivation
B. Theories of social stratification- Structural functionalist theory, Marxist theory, Weberian theory.
C. Dimensions -Social stratification of class, status groups, gender, ethnicity, and race
D. Social mobility- open and closed systems, types of mobility, sources and causes of mobility.

UNIT 4. Social Change in Modern Society:

A. Sociological theories of social change.
B. Development and dependency.
C. Agents of social change.

D. Education and social change.

E. Science, technology and social change.

Suggested Readings

15. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
16. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
17. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
18. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
19. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
20. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill,New Delhi, 1999.
21. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
22. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
23. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
24. Vaidya, N. S., Samajshastra, VidyaPrakashan,RuikarMarg, Nagpur.
25. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
26. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017

Type and Code : Vocational Skill Course : BASOC1VSC01

Name of Course : **Organizing Social Survey**

Syllabus of Course

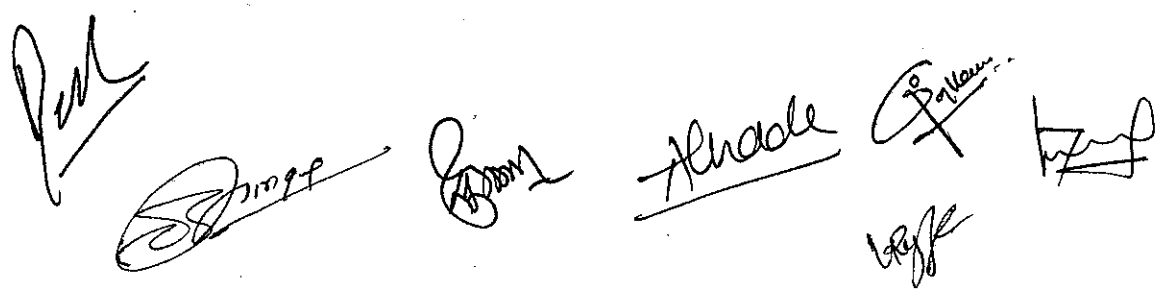
Unit 1 : Working on Preparing Social Survey Project

A. Selecting Topic for Survey and Frame Survey Objectives - Prepare Project with activity
B. Prepare Primary research questions and hypothesis - give practice with activity
C. Work with descriptive and Experimental Research Design only - work out with examples in activity

Unit 2 : Working with Social Survey

A. Preparing budget and planning - through activity
B. Develop skill with eligibility criterion of sampling and stratified random or purposive sampling
C. Give primary practice for survey instruments : small questionnaire or structured observation or interview guide

Note : This course should run with activity and practice. Prepare a small survey project from student as an assignment. Check its faults and strengths with final seminar for evaluating them. Before start activity and practice, take a small orientation course or run side by side with activity and practice.



Type and Code : Skill Enhancement Course : BASOC1SEC01

Name of Course : **Working with Cultures**

Course Objectives:

- To expose students to the key concepts of culture and cultural studies and to provide students with a framework for analyzing community culture.
- To deepen students' understanding of the rich and diverse community culture of the Vidarbha region.
- To foster appreciation for the unique traditions, practices, and expressions of the people of Vidarbha.

Course Outcomes:

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

- Define culture and identify its core elements, Explain the meaning and key concepts of cultural studies, Describe the characteristics and elements of community culture.
- Analyze a cultural element using relevant terminology and frameworks.
- Identify and discuss various local traditions, events, festivals, art forms, languages, and customs of the Vidarbha region, Explain the significance of local businesses, pastimes, and local knowledge systems.
- Demonstrate an appreciation for the diversity and dynamism of community culture in Vidarbha, Critically reflect on their own cultural background and its influence on their perspectives.

Syllabus of Course

UNIT 1. Culture and Cultural Studies:

A. Culture: Definition and elements of culture.
B. Cultural Studies: Meaning, Key Concepts.
C. Community Culture: Concept, Characteristics and elements.
D. Cultural Analysis: Meaning, Process.

UNIT 2. Engaging with Community Culture in Vidarbha:

A. Local Traditions: Maarbat, Dandaar, Mandai, Bail Pola, Moving the dead (प्रेत चालवणे) tradition in gond tribe, Different forms of mourning at funeral etc.
B. Local Events: Happy Street, Heritage Walk, Khasdar Mahotsav, Kombada Bazar, Shankarpat, etc
C. Local Festivals: Polo/Pandum in Gond Tribe, Gotmar Holi Yavatmal, Dev Markanda Yatra, Bairam Yatra, Kachargad Yatra, Vijayadashami, Dhamma Chakra Pravartan Din,
D. Drama/Music: Khadi Gammat, Zadipatti Theatre, Folk Songs on the occaision of naming ceremony, marriage.
E. Local Language/Slang: Zadiboli, Varhadi, Youth slang, Community Languages: Gondi, Madia, Powari, Mahari, Kohali etc.
F. Local Religious Movements: Parmatma Ek Sevak, Mahanubhav Panth
G. Local Food: Saavaji tradition, Forest food (रानभाज्या), Drinks like Taadi/Nira, Ambadi Sarbat.
H. Businesses: Cafes, Street Vendors (Cloths, Ornaments, food items etc) in villages and cities, Tendu patta collection, Bidi Making, Silk production etc.
I. Local Pastime: Zendi-Mundi.
J. Craft, Fashion/Street Fashion, Heritage, Local Architecture, Sports, Local Stories/Myths, Public Places, Street Art, Local Personalities/Celebrities etc.

Books for reference:

1. McGuigan, J. (2010). Cultural Analysis. SAGE Publications.
2. Gullestrup, H. (2006). Cultural Analysis: Towards Cross-cultural Understanding. Copenhagen Business School Press DK.
3. Longhurst, B., Smith, G., Bagnall, G., Crawford, G., & Ogborn, M. (2016). Introducing Cultural Studies. Taylor & Francis.
4. Steiner, L., & Christians, C. (2010). Key Concepts in Critical Cultural Studies. University of Illinois Press.
5. Giles, J., & Middleton, T. (2008). Studying Culture: A Practical Introduction. Wiley.
6. Ryan, M. (2010). Cultural Studies: A Practical Introduction. John Wiley & Sons.
7. Lewis, J. (2008). Cultural Studies: The Basics. SAGE.
8. Barker, C., & Jane, E. A. (2016). Cultural Studies: Theory and Practice. SAGE.
9. Barkan, S. E. (2021). Sociology: Understanding and Changing the Social World. Flat World Knowledge, L.L.C.
10. Oswell, David. (2006) Culture and Society An Introduction to Cultural Studies. SAGE India.
11. During, S. (1999). The Cultural Studies Reader. Psychology Press.

12. Berger, J. (2008). Ways of Seeing. Penguin Books Limited.
13. Bhabha, H. K. (2012). The Location of Culture. Routledge.

ACTIVITIES

a. MANDATORY ACTIVITY

1. For Teachers: Orientation of students on basic understanding of culture, working with culture and how to explore and analyze culture. Teacher should assign a task to students to identify the elements of local cultural practices. Teacher will be responsible to avail students the practical guide for cultural analysis and train them for its application. Teacher should instruct students for field investigation, prepare document.
2. For Students: Students have to visit field, explore local cultural practices using practical guide for cultural analysis. Students are advised to prepare documentation of their work in about 15 pages and submit it to the concerned teacher. Students can work individually or (preferably) in group.

b. MISCELLANEOUS ACTIVITIES

1. Debates and Discussions:
   - Organize debates on cultural topics (e.g., globalization's impact on local cultures).
   - Encourage students to critically engage with cultural issues.
2. Field Trips and Cultural Immersion:
   - Visit museums, art galleries, or cultural events, festivals etc
   - Explore local communities to understand their cultural practices.
3. Film Screenings and Analysis:
   - Screen relevant films and discuss their cultural implications.
   - Analyze how filmmakers represent culture.
4. Guest Lectures:
   - Invite experts (e.g., anthropologists, artists, writers) to share insights.
   - Foster interdisciplinary discussions

Type and Code : Indian Knowledge System : BASOC1IKS01

Name of Course : Social Reformers: Issues and Movements

Syllabus of Course

UNIT I : Movements on Caste, Tribe and Gender

1. Basveshwara : Caste and Reformation of Society,
2. Narayana Guru : Against Casteism
3. Raja Ram Mohan Roy : Women and Sati Tradition
4. Birsa Munda : Tribal Rights on Natural Resources

UNIT II : Movements on Transformation and Development

A. M.K. Gandhi : Sarvodaya and Buniyadi Shiksha
B. Vitthal Ramaji Shinde : Education and Social Development
C. Raghunath Dhondo Karve : Family Planning and Sex Education
D. Dr. Rakhamabai Raut : Against Child Marriage

Reference Books

1. Anand, Mulk Raj, (1989) Sati, a Writeup of Raja Ram Mohan Roy about Burning of Widows Alive, B.R. Publishing Corporations, Delhi
2. Chandra, Sudhir (2024) Rakhmabai : The Life and Times of a Child Bride Turned Rebel-Doctor, Pan Macmillan
3. Gore, M.S. (1990), Vitthal Ramji Shinde, an Assessment of His Contributions, TISS, Mumbai
4. Guru, Narayana (translated by Narayana Prasad (Muni) (2006) National Boob Trust - the University of Michigan, Delhi
5. Jaykumar, Vijayalayam (1999) Sree Narayana Guru, a Critical Study, Printworld, University of Virginia
6. Kunwar, Gopi Krishna, (2008), Life and Times of Birsa Munda, Prabhat Books, New Delhi
7. Narayanasami, S. (2003), The Sarvodaya Movement : Gandhian Approach to Peace and Non-violence, Mittal Publication, Delhi
8. Pavar, G.M. (2013) The Life and Works of Maharshi Vitthal Ramji Shindé (1873-1944), Sahitya Academi, Delhi
9. Sheshagiri Rao, L.S. (2012), Shri Basaweshawra, Sapna Book House, Bangaluru
10. Singh, K.S. (2002), Birsa Munda, 1872-1900, National Book Trust, Delhi
11. देशमुख, अनंत, महाराष्ट्राचे शिल्पकार : प्रा. र.धो कर्वे, (२०१३), महाराष्ट्र राज्य, साहित्य आणि संस्कृती मंडळ, मुंबई
12. फडके, य. दि., (१९८१), र.धो. कर्वे, ह.वि. मोटे प्रकाशन, मुंबई

Semester II : Bachelor in

Type and Code : Major Mandatory : BASOC2M01

Name of Course : Introduction of Social Processes

Syllabus of Course

Unit 1. Socialization:

A. Meaning, processes and importance of socialization.

B. Agencies of socialization: Family, education, religion, peer group and mass media.

C. Socialization and Construction of Caste, Class, Gender and Religion

Unit 2. Social Change:

A. Culture, Structure and Social Change : Cultural and Structural sources of change

B. Education and Social Change : Change in attitude, culture, structure and opportunities

C. Westernization, Sanskritization, Urbanization, Multiculturalism and Modernity

Unit 3. Social Movements

A. Meaning of Social Movements, Collective Behaviour and Social Movements

B. Types of Social Movements: Revolutionary, Counter-revolutionary, Reform, Resistance, Expressive, etc.

C. Causes of Social Movements

Unit 4. Social Deviation and Social Control:

A. Social deviance and conformity: Meaning and definition, causes of and measures to check deviant behaviour. Factors promoting conformity.

B. Anomie and social deviation, social structure and social deviation.

C. Social Control: Meaning, definition and means - formal and informal means.

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex., What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill,New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Ronald S. Edari, Social Change, WM. C. Brown Company Publishers, 1976.
10. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
11. Vaidya, N. S., Samajshastra, VidyaPrakashan,RuikarMarg, Nagpur.
12. Mukhopadhyay, Aditya,. Social Movements in India, Pearson, New Delhi, 2012
13. दुधे, मेश्राम, बोरकर आणि सोनटक्के, समाजशास्त्र – विषय आणि संकल्पना, जी.सी. पब्लिशर्स, नागपूर
14. आगलावे, प्रदीप, समाजशास्त्र – विषय आणि संकल्पना, श्री साईनाथ प्रकाशन, नागपूर

Type and Code : Major Mandatory : **BASOC2M02** (Opt as Minor by other Major Courses)

Name of Course : **Social Institutions - II**

Syllabus of Course

Unit 1 : Education Institution

A. School : as agent of socialization, school culture as hidden curriculum, as an institution

B. Education and Society: education and social stratification, political order, human enlightenment and mobility

C. School and society : Business of schooling, technology and schooling, schooling and inequality

Unit 2 : Religion Institution

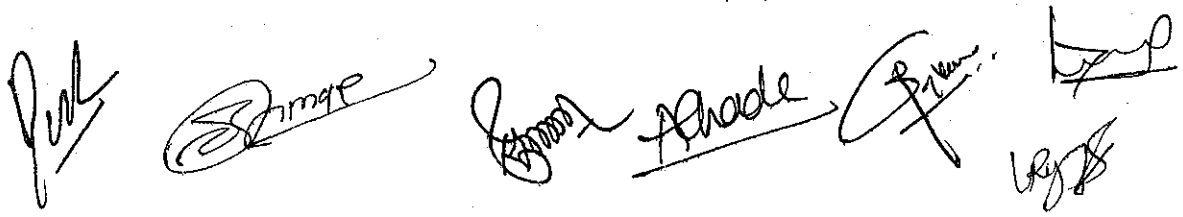
A. Varieties of Religion: Theism-monotheism and polytheism, Ethicalism, Atheism, Animism

B. Religion and society: Society as God, People's opium, confrontation and compromise, secularism

C. Consequences of religion : Individual, interpersonal and Societal consequences

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill,New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan,RuikarMarg, Nagpur.
11. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017



Type and Code : Open Elective : BASOC2OE02

(Important Note : This paper can opt by only those students who does not opt sociology as major)

Name of Course : Social Institutions

Syllabus of Course

UNIT 1. Works and Economic Life:

A. Social organization of work in different types of society- slave society, feudal society, industrial /capitalist society
B. Formal and informal organization of work,
C. Labour and society.

UNIT 2. Politics and Society:

A. Sociological theories of power
B. Power elite, bureaucracy, pressure groups, and political parties.
C. Nation, state, citizenship, democracy, civil society, ideology.
D. Protest, agitation, social movements, collective action, revolution.

UNIT 3. Religion and Society:

A. Sociological theories of religion.
B. Types of religious practices: animism, monism, pluralism, sects, cults.
C. Religion in modern society: religion and science, secularization, religio us, revivalism, fundamentalism.

UNIT 4. Systems of Kinship:

A. Family, household, marriage.
B. Types and forms of family.
C. Lineage and descent
D. Patriarchy and sexual division of labour
E. Contemporary trends.

Suggested Readings

13. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.

14. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
15. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
16. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
17. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
18. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill,New Delhi, 1999.
19. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
20. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
21. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
22. Vaidya, N. S., Samajshastra, VidyaPrakashan,RuikarMarg, Nagpur.
23. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
24. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017

Type and Code : Vocational Skill Course : **UGS2VSC02**

Name of Course : **Framing Questionnaire**

Syllabus of Course

Unit 1 : **Preliminary preparation**

A. Survey Question and their context - Create sense about questions, people and information; social, cultural and economic context

B. Standardization of format - practice for scale (five to seven)

C. Preparing useful questions - complete sentence, avoiding abbreviations and technical terms, etc.

Unit 2 : **Framing questionnaire**

A. Practicing for Close questionnaire - numerical, nominal or categorical and ordinal questions

B. Making ordinal scale for endorsement, frequency, intensity, influence, comparison, etc.

C. Measuring feelings and intensity in attitude, Measuring difficulty and threat at knowledge

Note : Take an orientation for this course first and then try to relate this course with previous survey course for make a sense of research. Prepare a questionnaire with above guidelines and take a pilot survey for check the usefulness of prepared questionnaire. Evaluate it in a student seminar and public viva-voce.

Type and Code : Skill Enhancement Course : BASOC2SEC02

Name of Course : **Sociological Imagination**

Course Objectives:

- To introduce students to the concept of sociological imagination and its significance in understanding society.
- To equip students with the tools to analyze personal experiences through the lens of social forces and structures.
- To develop critical thinking skills for examining social phenomena and everyday realities.
- To foster an awareness of the historical and social context that shapes individual and collective behavior.

Course Outcomes:

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

- Define sociological imagination and explain its importance for sociological inquiry.
- Apply sociological principles to analyze everyday life experiences such as marriage, relationships, crime, deviance, social media, and labor within their local context.
- Engage in critical thinking and reflection to examine social issues from diverse perspectives.
- Demonstrate an understanding of the interplay between biography, history, and social structures in shaping social realities.

Syllabus of Course

UNIT 1. Introduction to Sociological Imagination

A. Meaning and significance.
B. Elements of Sociological Imagination: 1) Connecting personal experiences and the larger social forces, 2) Identifying how social systems generate behaviour, and 3) Identifying social forces that shape individual behaviour.
C. Developing Sociological Imagination:

    a. Components.

        1. Biography: Collecting Individual Experiences, Choices and Circumstances.(Ex. family background, education, and personal relationships),

2. History: Finding out the historical context in which individuals live. (Ex.social, political, and economic changes)
3. Social Structure: Identifying patterns of social relationships, institutions, and systems. (Ex.social class, gender, race, and ethnicity.)

b. Frame of analysis

1. The Intersection of Biography and History
2. Influence of social structures on individuals and society
3. Critical Thinking and Reflection:

UNIT 2. Understanding Social Realities through Sociological Imagination

A. Everyday Behavior: Attitudes of people towards another's caste and community, Food habits of different communities, Shopping patterns of different classes etc. in the context of Vidarbha.
B. Marriage and Relationships: (Inter-caste) Marriage patterns in Vidarbha, Social context of relationship terms in Vidarbha like 'Mothe baba' 'Mothi Aai' 'Chulta' 'Mahalpa' 'Aakad Sasu', Dev system and prohibited marital relations among tribal clans etc.
C. Crime and Deviance: Alcoholism, Porn Addiction, Drug Addiction, Juvenile Delinquency etc.
D. Labour and Employment: Traditional employment patterns of communities in Vidarbha, Unemployment among youth in Vidarbha, Employment opportunities in Vidarbha.
E. Education: Educational Development and problem of missing men in higher education, dropout of girls from education, Ghotul and traditional education among tribal youth etc
F. Social media: Engagement of youth in social media, local social media initiatives, state institutions and their social media collaborations etc.

Books for reference:

1. Mills, C. W. (2000). The Sociological Imagination. Oxford University Press.
2. Macionis, J. J., & Plummer, K. (2012). Sociology: A Global Introduction. Pearson/Prentice Hall.
3. Hossfeld, L. H., Kelly, E. B., & Hossfeld, C. (2021). The Routledge International Handbook of Public Sociology. Routledge.
4. Schaefer, R. T. (2000). Sociology: A Brief Introduction. McGraw-Hill.
5. Bauman, Z., & May, T. (2019). Thinking Sociologically. John Wiley & Sons.
6. Bidwell, L. D. M. (1995). Helping Students Develop a Sociological Imagination through Innovative Writing Assignments. Teaching Sociology, 23(4), 401.

7. Bargheer, S. (2021). Paper Tools and the Sociological Imagination: How the 2 × 2 Table Shaped the Work of Mills, Lazarsfeld, and Parsons. The American Sociologist, 52(2), 254-275.
8. Staines, Z., Hoffstaedter, G., & Binnie, N. (2023). Thinking like a social scientist. Uq.pressbooks.pub.

ACTIVITIES

a. MANDATORY ACTIVITY

1. For Teachers: Teacher should make students understand basic concepts in sociology and meaning and significance of sociological imagination. He must conduct training program or workshop on how to develop sociological imagination. Teacher should assign a task to students to identify and work on topic of their interest to explore and understand social realities. Teacher will be responsible to avail students the practical guide and tool for understanding social realities though sociological imagination and train them to use it. Teacher should instruct students for field investigation, prepare document on social facts/realities.
2. For **Students:** Students must learn a skill of sociological imagination and conduct filed investigation (interaction with individuals and communities) to understand social realities though sociological imagination. Students are advised to prepare documentation of their work in about 15 pages and submit it to the concerned teacher. Students can work individually or (preferably) in group.
   Social Mapping:

   Objective: Understand patterns of social phenomena.

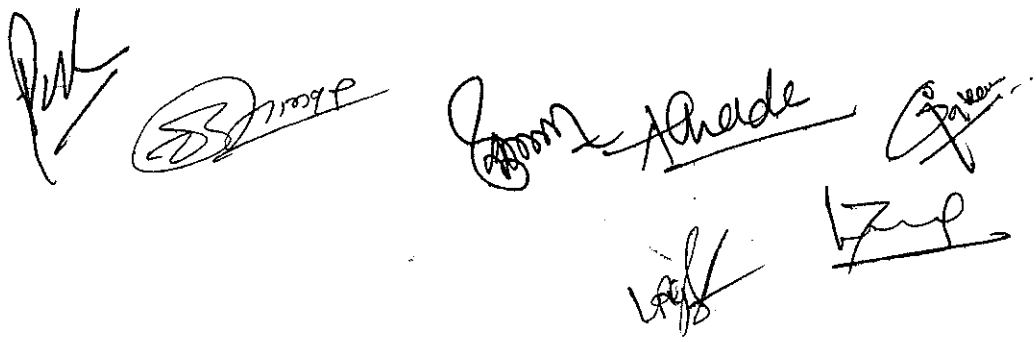
   Activity:

   a. Students create social maps of their local community.
   b. Identify social institutions (schools, hospitals, religious centers) and their locations.
   c. Discuss how these institutions shape community life.

b. MISCELLANEOUS ACTIVITIES

1. Class Discussions:
   - Engage students in discussions about real-world issues using sociological imagination.
   - Encourage critical thinking by connecting personal experiences to broader societal contexts.

2. Case Studies:
    - Assign case studies that require students to apply sociological concepts to analyze social phenomena.
    - Discuss findings and encourage diverse perspectives.
3. Guest Lectures:
    - Invite guest speakers (sociologists, social workers) to share their experiences and insights.
    - Q&A sessions for students to interact with professionals.



Semester III : Bachelor in Arts(B.A.)

Type and Code : Major Mandatory : BASOCO3M01 (Opt as Minor by other Major Courses)

Name of Course : Foundations of Sociological Thought

Syllabus of Course

Unit 1 : Emergence of Sociology as a Discipline

A. Renaissance and Socio logy : Bruno, Calvin and King's Criticism of religion and emergence of Reasoning, Rationalism, Empiricism, Humanism and Attitude of Scientific Enquiry

B. Great Transformation in Europe : French Revolution, Emergence of Democratic and Secular Values, Industrial Revolution and Socio-Economic and Political Conditions leading to the Emergence of Sociology

Unit 2 : Founders of Sociology

A. August Compte : Views on positivism and It's Characteristics, Hierarchy of Sciences, Laws of three stages of society

B. Herbert Spencer: Organic analogy, theory of social evolution and its laws, military and industrial society

Unit 3. : Origin of Schools in sociology

A. Karl Marx : Dialectical Materialism, Class Formation and causes of Class Struggle (Alienation, Surplus Value and Exploitation)

B. Max Weber: Social Action and Types of Social action, Ideal Types of Authorities and Bureaucracy

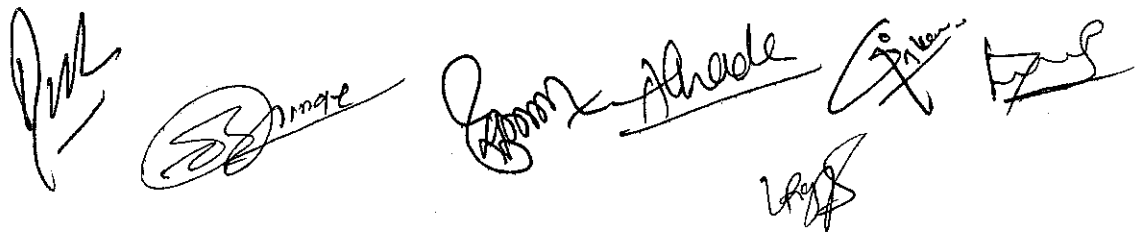
Unit 4. Developing Sociology

A. Emile Durkheim: Suicide and Types of Suicide, Meaning of religion and it's functions

B. G H Mead : Mind, Self - 'I', 'Me' and Generalized other, Functions of Self, Emergence of Society

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, TheMcGRAW-HILLInternational Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of SociologicalTheory, Prentice Hall.
5. Dahrendorf Ralph, 1959; Class and Class Conflict in Industrial Society.
6. BendizRinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and ArunansuGhoshal, Social Thought, VivekPrakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, SamajikVicharbant.
17. Daydar, Bhau; Foundations of Sociological Thought, Shri Sahitya Kendra, Nagpur



Type and Code : **Major Mandatory : UGSO3M02**

Name of Course : **Social Problems in Contemporary India - I**

Syllabus of Course

Unit 1 : Cyber Crimes

A. Concept and Meaning of Cyber Crime, Types of Cyber Crimes.

B. Frauds - Socio-cultural, Economic and Political, Social Media and fake News

C. Impact of Cyber Crime and its prevention

Unit 2 : Women's Issues

A. Crime and Violence against women, Patriarchal Attitude and Crimes

B. Rape, Women Trafficking, Acid Attacks, Riots and Crime

C. Impact on Society and Measures to Prevent it.

Suggested Readings:

1. Jogan, Sankar. (ed.), Social Problems and Welfare in India, Ashish, New Delhi, 1992.
2. Madan, G.R. Indian Social Problems, Vol. I and II, Allied, Bombay, 1973.
3. Ahuja, Ram. Social Problems in India, Rawat, Jaipur, 2002.
4. Jain, Prabha Shasi and Singh Mamta. Violence Against Women, Radha, New Delhi, 2001.
5. Mishra, Girish and Pandey Brajkumar. White-Collar Crimes, Gyan, New Delhi, 1998.
6. Ahmad, Siddique. Criminology (5th ed.), Eastern Book Company, New Delhi, 2005.
7. Paranjape, N.P. Criminology (12th ed.), Central, Allahabad, 2005.
8. Attar, Chand. Poverty and Underdevelopment: New Challenges, Gyan, New Delhi.
9. Horton, Paul B and Leslie, Gerald R. The Sociology of Social Problems (Fifth ed.), Prentice-Hall, New Jersey, 1974.
10. Weinberg, M.S., Rubington Earl Sue Kiefer Hammersmith. The Solution of Social Problems-Five Perspectives, (2nd Edition), OUP, New York, 1981.

Type and Code : Open Elective : BASOC3OE03

(Important Note : This paper can opt by only those students who does not opt sociology as major)

Name of Course : Social Structure

Syllabus of Course

UNIT 1. Rural and Agrarian Social Structure:

A. The idea of Indian village and village studies-
B. Agrarian social structure - evolution of land tenure system-land reforms.

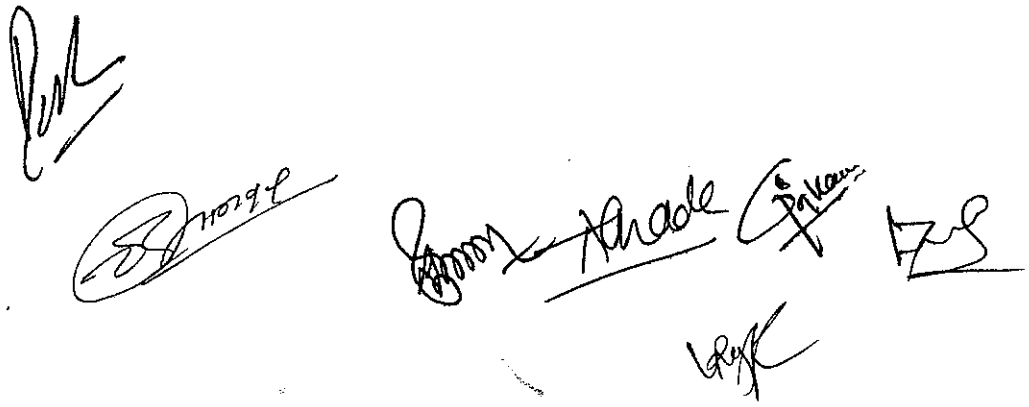
UNIT 2. Caste System:

A. Perspectives on the study of caste systems: GS Ghurye, M N Srinivas, Louis Dumont, Andre Beteille
B. Features of caste system
C. Untouchability - forms and perspectives

Suggested Readings:

1. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
2. Francis Abraham and John Henry Morgan, Sociological Thought.
3. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
4. H.E. Barnes, Introduction to Sociology.
5. N.S. Vaidya, Samajik Vicharbant.
6. Yadav, Ganesh.,Bhartiya Samajshastra ke Agrani Chintak, Orient Blackswan, New Delhi, 2014
7. Kamble. Sanjaykumar., Jatiantache Samajshastra, Dimond publications,Pune, 2018
8. Arya, Sunaina. Rathore, Akash Singh (ed.), Dalit Feminist Theory, Routledge, 2020
9. Singh, Yogendra,. Modernisation of Indian Tradition, Ravat Publications, Jaipur,1988
10. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
11. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
12. Pepi Leistyna, Defining & Designing Multiculturalism, State University of New York Press, 2002
13. Ramon Maiz and Ferran Reqejo, Democracy, Nationalism and Multiculturalism, Frank Cass, London and NewYork
14. Giulian Prato, Beyond Multiculturalism, Ashgate, Bulington 200

15. Shastri, Srikant, Indian Culture, Notion Press India, Chennai, 2021
16. Sahastrabuddhe, Vinay, Connecting Through Culture and Overview of India Soft-Power Strength, Wisdom Tree, 2022
17. Jayshankar, S; The Indian way, Harper Collins, 2022
18. Malesevic, Siniša, The Sociology of Ethnicity, Sage, London
19. Perse Elizabeth M., Media Effects and Society, Lawrence Erlbaum, London, 2008



Type and Code : Field Project : BASOC3FP01

Name of Course : Field Project

Directions :

1. To Develop Understanding of Sociological Concept, Methodology and Theory with field interaction/Induction (Practical assignment)
2. Field Project must be 2 credits 60 hours: 2 days orientation before field induction, 16 days field engagement (3 hours per-day), Report writing, Presentation, and subject viva-voce)
3. Selection of topic - Student should discuss with supervisor and finalize the topic and field area/setting.
4. Orientation about field project - Department/institution should provide orientation workshop for field work, its procedure, report writing, documentations (written, audio-visual, etc.), field-diary, certification, etc.
5. Field work - Field work should be in any community, or with any NGO/GO/CBO, or with any Institution.
6. Report writing -
   A. Daily Report writing: Objectives, Work done, Observation and daily reflection on field
   B. Final Report writing: Field Project report (Introduction of FP, Methodology, Process, Discussion, Outcomes and Concluding remark, learning and critical reflection of sociological thoughts)
7. Field Dairy: It is must for assessment of the students. It should mention reporting time, date and day, write field Notes/points/memos during field interaction.
8. Attendance and Certification (for 48 hours field engagement): Student should submit the certificate from authority where he/she/they complete his/her/their field-work, viz. Formal head (Sarpanch/Member of Municipal Corporation etc.) of Community or authority of NGO/GO/CBO, or Institution regarding his/her/their attendance and field work in field setting.

Type and Code : **Vocational Skill Course : BASOC3VSC03**

Name of Course : **Digital Tools in Social Research**

Syllabus of Course

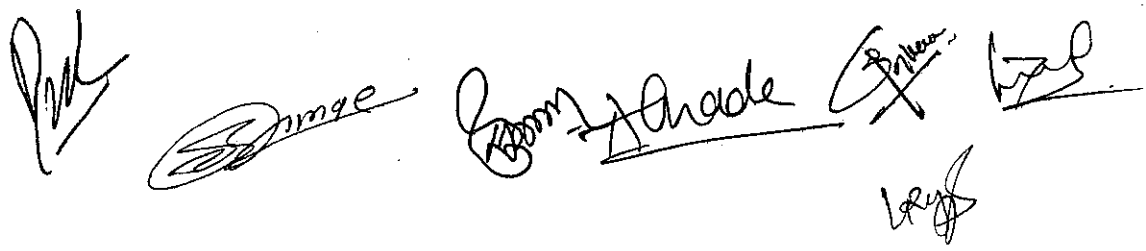
Unit 1 : Mobile based Tools - I

A. Google form :
B. Kobo - data collection tool : KoboToolbox
C. Epicollect 5 - data collect tool : Epicollect5 - Free and easy-to-use mobile data-gathering platform.

Unit 2 : Mobile based tools - II

A. Jot form : Free Online Form Builder & Form Creator | Jotform
B. Sogolytics : Transform Your Business with Sogolytics - The Leading Experience Management Platform
C. SurveySparrow - Omnichannel Experience Management Platform - SurveySparrow

Note : Firsly, download the tool on students' mobile. Secondly, practice them with their questionnaire as activity in class and then field. Take a seminar and viva-voce for valuation including field work practices.



Semester IV : Bachelor in Arts(B.A.)

Type and Code : Major Mandatory : BASOC4M01

Name of Course : **Indian Sociological Traditions** (Opt as Minor by other Major Courses)

Syllabus of Course

Unit 1 : Theoretical Roots of Caste in India

A. **B.R. Ambedkar:** Origin of caste, its mechanism and social, political and economic criticism of caste

B. **Andre Beteille** : Trinitarian Model-Class, Status and Party; Cumulative and Dispersed inequality; Caste, Class and Power

Unit 2. Theoretical roots of Feminism in India:

A. **Tarabai Shinde:** Characteristics and criticism of patriarchy in Indian society

B. **Jyotirao Phule and Savitribai Phule:** Patriarchy and issues of women's right, Women's education: need and objectives.

Unit 3 : Social Change from Indian Perspective

A. **M.N. Shrinivas:** Dominant caste - Meaning and implication. Sanskritization-as a factor of social change, mobility and development.

B. **Sharmila Rege** : Caste and Gender, Gender and Violence

Unit 4 : Indian Society and Contemporary Change

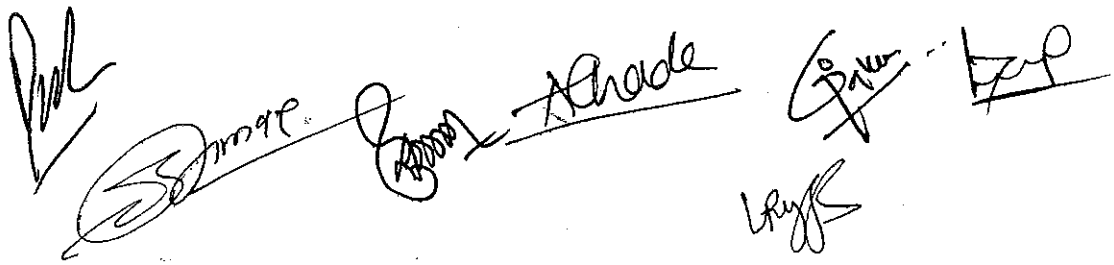
A. **S.C. Dubey:** Concept of modernity and its value, Indian society and social change

B. **Yogendra Singh:** Great and Little Traditions, Processes of Modernization, Institutionalization and Breakdown in Modernization

Suggested Readings:

20. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.

21. Francis Abraham and John Henry Morgan, Sociological Thought.
22. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
23. H.E. Barnes, Introduction to Sociology.
24. N.S. Vaidya, Samajik Vicharbant.
25. Yadav, Ganesh.,Bhartiya Samajshastra ke Agrani Chintak, Orient Blackswan, New Delhi, 2014
26. Kamble. Sanjaykumar., Jatiantache Samajshastra, Dimond publications,Pune, 2018
27. Arya, Sunaina. Rathore, Akash Singh (ed.), Dalit Feminist Theory, Routledge, 2020
28. Singh, Yogendra,. Modernisation of Indian Tradition, Ravat Publications, Jaipur,1988
29. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
30. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.



Type and Code : Major Mandatory : BASOC4M02

Name of Course : Social Problems in Contemporary India - II

Syllabus of Course

Unit 1 : Problem of inequality:

A. Poverty: Corporate capitalism, distribution of resources, culture of poverty, unequal opportunity and poverty; consequences of poverty and its elimination

B. Casteism and atrocities: Unequal distribution of power, oppression and discrimination, caste struggle and atrocities; **Inclusive policy:** Political Reservations and Reservation in education and Government Services, SC & OBC Commission, Atrocity Act

C. Gender inequality: Patriarchal and patrilineal structure and denial of powers & authorities, sex roles, discrimination; socioeconomic-political consequences of sexism, constitutional provisions and gender sensitization

Unit 2. Population, Space and Social problems:

A. Population and Urban Problems: urban transformation due to migration, overpopulation, urban explosion; urban problems: health, habitat, natural resources, socioeconomic and political problem; rapid modernization and use of technology

B. Environment, social problems and solutions to social problems

C. Development induced displacement and rehabilitation

Suggested Readings:

1. Jogan, Sankar. (ed.), Social Problems and Welfare in India, Ashish, New Delhi, 1992.
2. Madan, G.R. Indian Social Problems, Vol. I and II, Allied, Bombay, 1973.
3. Ahuja, Ram. Social Problems in India, Rawat, Jaipur, 2002.
4. Jain, Prabha Shasi and Singh Mamta. Violence Against Women, Radha, New Delhi, 2001.
5. Mishra, Girish and Pandey Brajkumar. White-Collar Crimes, Gyan, New Delhi, 1998.
6. Ahmad, Siddique. Criminology (5th ed.), Eastern Book Company, New Delhi, 2005.
7. Paranjape, N.P. Criminology (12th ed.), Central, Allahabad, 2005.
8. Attar, Chand. Poverty and Underdevelopment: New Challenges, Gyan, New Delhi.
9. Horton, Paul B and Leslie, Gerald R. The Sociology of Social Problems (Fifth ed.), Prentice-Hall, New Jersey, 1974.
10. Weinberg, M.S., Rubington Earl Sue Kiefer Hammersmith. The Solution of Social Problems - Five Perspectives, (2nd Edition), OUP, New York, 1981.

Type and Code : Open Elective : BASOC4OE04

Name of Course : **Social Communities**

Syllabus of Course

UNIT 1. **Tribal communities in India:**

A. Definitional problems.

B. Geographical spread.

C. Colonial policies and tribes.

D. Issues of integration and autonomy.

UNIT 2. **Social Classes in India:**

A. Agrarian class structure.

B. Industrial class structure.

C. Middle classes in India.

Suggested Readings:

1. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
2. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
3. Berreman, G.D., Caste and Other Inequalities : Essays in Inequality, Folklore Institute, Meerut, 1979.
4. Dube, Leela., Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., Ecology and Equity : The use and Abuse of Nature in Contemporary India, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) Caste in Indian Politics, 1973.
7. Mehta, S.R., (ed.), Population, Poverty, and Sustainable Development, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., Society in India.
9. Ahuja Ram, social Problems in India, Rawat Publications.
10. Finkle, Jason L and C. Alison McIntosh (eds.) The New Policies of Population, The Population Council, New York, 1994.
11. Bose Ashish, Demographic Diversity of India, B.R. Publishing Corporation, Delhi, 1991.
12. Premi, M.K. et al, An Introduction to Social Demography, Vikas Publishing House, Delhi,1983.
13. Rajendra Sharma, Demography and Population Problems, Atlantic Publishers, New Delhi,1997.
14. Srivastava, O.S., Demography and Population Studies, Vikas Publishing House, New Delhi,1994.

15. Chandrasekhar, S., (ed.) Infant Mortality, Population Growth and Family planning in India, George Allen &Unwin Ltd., London, 1974.
16. Beteille, Andre.,2002, Sociology, Oxford university Press, New Delhi.
17. Singh, Yogendra.,2000, Culture change in India, Ravat Publications, Jaipur.
18. Rege, Sharmila., 2006, Writing caste-writing gender, Zubaan, New Delhi
19. Doshi, S.L., 2009, Bhartiya Samajik Vicharak, Ravat Publications , Jaipur
20. Nagla, B.K., 2008, Indian Sociological thought, Ravat Publication, Jaipur

Type and Code : Skill Enhancement Course : **BASOC4SEC03**

Name of Course : **Conversation Analysis**

Course Objectives:

- To introduce students to the fundamental concepts and methodologies of Conversation Analysis (CA).
- To equip students with the skills to analyze and interpret social interaction through conversational patterns.
- To develop critical thinking skills for understanding the link between language use and social context.
- To explore the role of conversation in shaping social identity, power dynamics, and institutional interactions.

Course Outcomes:

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

- Apply CA frameworks to analyze social interaction in various contexts.
- Critically examine power dynamics as expressed through language use in conversations.
- Apply CA skills to analyze everyday interactions and analyze and explain how institutional norms and expectations shape communication in institutional and professional settings.

UNIT 1. Understanding Conversation Analysis

A. Introduction to Conversation Analysis (CA): Definition of CA, Basic principles and assumptions, Details captured in CA: Interruptions, Silences, Thinking Words, Intonation, word stress, Gestures, Body Language.
B. Structure of Conversation/ Fundamental domains of Organizing Interaction: Turn-taking, Turn-construction, Action in Interaction, Action Sequencing, Preference, Repair, Overall Structural Organization.
C. Conversation Analysis in Sociology: Sociological Foundations of CA, Social status and interaction, Social interaction and outcomes.

UNIT 2. Exploring Social Interaction through Conversation Analysis

A. Social Identity and Interaction: how social identity influences social interaction.

1. Interaction among LGBTQA+ and gender binaries in public places in Vidarbha.
2. Social structure in Vidarbha and its influence on conversation between different castes.
3. Power dynamics in Family conversations in Vidarbha
4. Casual interactions in social spheres (railway stations, Bus Stand, Village Community Spaces, Theatres etc. in Vidarbha

B. Institutional Contexts: How institutional norms impacts conversation.

1. Educational Institution: Conversation between Teachers and students, Teachers and Parents, Students and staff etc.
2. Religious Institutions: Bhagats, Pujari etc. and their interaction with Theists and atheists.
3. Political Institutions: Local Self-Governments, Public representatives and citizens.
4. Legal Institutions: Negotiations between advocates and client, arbitrations etc.
5. Hospitals and medical consultations: Talk between doctors and patients, counselors and their clients

Books for reference:

1. Stivers, T., & Sidnell, S. (2012). The Handbook of Conversation Analysis (Ed). Wiley.
2. Sidnell, J. (2011). Conversation Analysis: An Introduction. John Wiley & Sons.
3. Have, P. ten. (1999). Doing Conversation Analysis: A Practical Guide. SAGE Publications.
4. Heritage, J., & Stivers, T. (2012). Conversation Analysis and Sociology. The Handbook of Conversation Analysis, 657-673. Wiley.
5. Allen, D., & Guy, R. F. (2011). Conversation Analysis: The Sociology of Talk. Walter de Gruyter.
6. Drew, P., & Heritage, J. (1993). Talk at Work: Interaction in Institutional Settings. Cambridge University Press.
7. Clift, R. (2016). Conversation Analysis. Cambridge University Press.
8. Drew, P., & Heritage, J. (2024). Conversation Analysis. SAGE Publications Inc.
9. Blokdyk, G. (2021). Conversation Analysis A Complete Guide - 2020 Edition. 5STARCooks.
10. Sybing, R. (n.d.).Conversational Analysis: Exploring Social Interactions. ATLAS.ti. https://atlasti.com/research-hub/conversation-analysis
11. Sidnell, J. (2016). Conversation Analysis. Oxford Research Encyclopedia of Linguistics. https://doi.org/10.1093/acrefore/9780199384655.013.40

12. Rossi, G. (2020). Conversation Analysis (CA). The International Encyclopedia of Linguistic Anthropology, 1-13. https://doi.org/10.1002/9781118786093.iela0080
13. Hutchby, Ian. (2019). Conversation Analysis. SAGE Research Methods Foundations. Transparency in Qualitative Research. https://doi.org/10.4135/9781526421036

ACTIVITIES

a. MANDATORY ACTIVITY

1. **For Teachers:** Teacher must teach students about meaning of significance of conversation analysis. He must conduct workshop on skills and techniques of conversation analysis. Acquaint them with case studies and provide resource material for transcription. Teacher should assign a task to students to identify and analyze naturally occurring talk or engage with interaction in institutional settings. Teacher should instruct students to prepare document on CA.
2. **For Students:** Students must learn a skill of Conversation analysis and engage in conversation with individuals. Students are advised to act out different conversational scenarios and analyze them using CA concepts. They have to prepare documentation of their work in about 15 pages and submit it to the concerned teacher. Students can work individually or (preferably) in group.

b. MISCELLANEOUS ACTIVITIES

1. **Class Discussions:**
   - Engage students in discussions about How social identities influence conversation.
   - Encourage critical thinking by connecting personal experiences to broader societal contexts.
2. **Arrange Interview:**
   - Let students observe the interaction in interview and analyze it using the techniques of CA they have learnt.
   - Check their analysis and suggest further improvements about how to analysis conversation.
3. **Participative Leaning:**
   - Act out different conversational scenarios and analyze them using CA concepts.
   - Observation Exercises: Observe and transcribe everyday conversations to identify CA patterns.

Type and Code : **Community Engagement Program : BASOC4CEPC01**

Name of Course : **Community Engagement Program**

Course Objectives

1. To develop an understanding of community dynamics and challenges.
2. To foster skills for planning, executing, and evaluating community engagement activities.
3. To promote empathy, teamwork, and leadership in addressing community issues.

Syllabus of Course

Important Note: This course framework outlines both practical and theoretical exercises. It is more than just a theoretical framework.

Module	Practical and Theoretical Exercises	Number of Week/s
Module 1	*Introduction to Community Engagement* A. Definitions and principles of community engagement. B. Importance of social responsibility and community engagement. C. Case studies of successful community engagement programs..	1st
Module 2	*Understanding Community Requirements* A. Methods of community requirement assessment (e.g., surveys, focus groups). B. Identifying key stakeholders and their roles. C. Ethics and cultural sensitivity in community work.	*2nd*
Module 3	*Planning and Designing Community Projects* A. Setting clear and measurable objectives. B. Developing action plans and resource allocation. C. Calculate risk & its management in project planning.	*3rd*
Module 4	*Implementation Strategies* A. Mobilizing volunteers and resources. B. Communication and advocacy skills. C. Problem-solving during project execution.	*4 - 5*
Module 5	*Monitoring and Evaluation* A. Tools and techniques for measuring impact (e.g., KPIs, surveys). B. Reflecting on lessons learned and reporting results. C. Sustainability strategies for long-term impact.	*6 - 7*
Module 6	*Leadership and Teamwork*	*8-9*

A. Building effective teams and resolving conflicts.
B. Leadership styles and motivational strategies.
C. Delegation and collaboration in diverse teams.

Module 7 ***Capstone Project*** *10-12*

A. Students design and implement a small-scale community engagement project.
B. Presentations on project outcomes and personal reflections.
C. Peer and instructor evaluations.

Evaluation Scheme

- Class participation and discussions: 20%
- Community needs assessment report: 20%
- Project planning and proposal: 20%
- Capstone project execution and presentation: 30%
- Reflective journal/portfolio: 10%

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Programs for Bachelor of Arts (B. A.) in English/English Literature

1. English Major/Minor/Major Elective (Language)
2. English Major/Minor/Major Elective (Literature)
3. Ability Enhancement Courses
4. Open Electives
5. Vocational Skill Courses (Language)
6. Vocational Skill Courses (Literature)
7. Indian Knowledge System
8. Skill Enhancement Courses

To be implemented from the Academic Session 2024-2025

(As per NEP-2020)

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. English/English Literature (Bachelor of Arts)
To be implemented from the Session 2024-2025 (As per NEP-2020)

Courses Proposed by BoS in English (Humanities)
English Language/English Literature

Index

Sr. No.	Course	Paper/s	Semester	Page No.
	Code Numbers	---------	01 to 08	01 to 04
01	English Language	Major/Minor/ Open Elective	01 to 08	05 to 30
02	English Literature	Major/Minor/ Open Elective	01 to 08	31 to 45
03	Ability Enhancement Courses	Compulsory English	01and 04	46 to 50
04	Open Electives	English	01 to 04	51 to 57
05	Vocational Skill Courses (Language)	Major Corresponding	01, 02, 03 and 05	58 to 60
06	Vocational Skill Courses (Literature)	Major Corresponding	01, 02, 03 and 05	61 to 65
07	Indian Knowledge System	Major Corresponding	01	66 to 68
08	Skill Enhancement Course	Basket	01, 02 and 04	69 to 73

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts) **English Language**
To be implemented from the Session 2024-2025
(Major, Minor, Major Elective)

Semester	Paper Code	Major/Minor
First	ENGLNG1MJ1	T-1-General English Language Skills-1 (4) (Major)
	ENGLNG1MJ2	T-2-General English Language Skills-2 (2) (Major)
Second	ENGLNG2MJ3	T-3-General English Language Skills-3 (4) (Major)
	ENGLNG2MJ/MN4	T-4-General English Language Skills-4 (2) (Major/Minor)
Third	ENGLNG3MJ/MN5	T-5-General English Language Skills-5 (4) (Major/Minor)
	ENGLNG3MJ6	T-6-General English Language Skills-6 (2) (Major)
Fourth	ENGLNG4MJ/MN7	T-7-General English Language Skills-7 (4) (Major/Minor)
	ENGLNG4MJ8	T-8-General English Language Skills-8 (2) (Major)
Fifth	ENGLNG5MJ/MN9	T-9-General English Language Skills-9 (4) (Major/Minor)
	ENGLNG5MJ10	T-10-General English Language Skills-10 (4) (Major)
Sixth	ENGLNG6MJ/MN11	T-11-General English Language Skills-11 (4) (Major/Minor)
	ENGLNG6MJ12	T-12-General English Language Skills-1 (4) (Major)
Seventh (Honours)	ENGLNG7MJ13	T-13-Enhancing English Language Skills-1 (4) (Major)
	ENGLNG7MJ14	T-14-Enhancing English Language Skills-2 (4) (Major)
	ENGLNG7MJ15	T-15-Enhancing English Language Skills-3 (4) (Major)
	ENGRMMN01	RM-Research Methodology of English (4) (Minor)
Seventh (Research)	ENGLNG7MJ13	T-13-Enhancing English Language Skills-1 (4) (Major)
	ENGLNG7MJ14	T-14-Enhancing English Language Skills-2 (4) (Major)
	ENGRMMN01	RM-Research Methodology of English (4) (Minor)
Eighth (Honours)	ENGLNG8MJ16	T-16-Enhancing English Language Skills-4 (4) (Major)
	ENGLNG8MJ17	T-17-Enhancing English Language Skills-5 (4) (Major)
	ENGLNG8MJ18	T-18-Enhancing English Language Skills-6 (4) (Major)
Eighth (Research)	ENGLNG8MJ16	T-16-Enhancing English Language Skills-4 (4) (Major)
	ENGLNG8MJ17	T-17-Enhancing English Language Skills-5 (4) (Major)
Major Electives		
Fifth	ENGLNG5ME01	ME-1-English Language for Career Readiness-1 (4)
Sixth	ENGLNG6ME02	ME-2-English Language for Career Readiness-2 (4)
Seventh (Honours)	ENGLNG7ME03	ME-3-English Language for Career Readiness-3 (4)
Seventh (Research)	ENGLNG7ME03	ME-3-English Language for Career Readiness-3 (4)
Eighth (Honours)	ENGLNG8ME04	ME-4-English Language for Career Readiness-4 (4)
Eighth (Research)	ENGLNG8ME04	ME-4-English Language for Career Readiness-4 (4)

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts) **English Literature**
To be implemented from the Session 2024-2025
(Major, Minor, Major Elective)

Semester	Code	Major/Minor
First	ELT1MJ1	T-1 The Elizabethan and Jacobean Age (Major)
	ELT1MJ2	T-2 Shakespearean Drama (2) (Major)
Second	ELT2MJ3	T-3 The Caroline Age (4) (Major)
	ELT2MJ/MN4	T-4 Post-Shakespearean Comedies (2) (Major/Minor)
Third	ELT3MJ/MN5	T-5 The Restoration Period (4) (Major/ Minor)
	ELT3MJ6	T-6 The Neo-classical Age (2) (Major)
Fourth	ELT4MJ/MN7	T-7 The Pre-Romantic Period Writings (4) (Major/ Minor)
	ELT4MJ8	T-8 The Novel and Poetry of Romantic Age (2) (Major)
Fifth	ELT5MJ/MN9	T-9 The Victorian Age English Literature-I (4) (Major/ Minor)
	ELT5MJ10	T-10 The Victorian Age English Literature-II (4) (Major)
Sixth	ELT6MJ/MN11	T-11 The Modern Age English Writings (4) (Major/ Minor)
	ELT6MJ12	T-12 The Postmodern Age English Writings (4) (Major)
Seventh (Honours)	ELT7MJ13	T-13 Indian Writing in English (4) (Major)
	ELT7MJ14	T-14 American Literature (4) (Major)
	ELT7MJ15	T-15 The Postcolonial Literature (4) (Major)
	ENGRMMN01	RM Research Methodology of English (4) (Minor)
Seventh (Research)	ELT7MJ13	T-13 Indian Writing in English (4) (Major)
	ELT7MJ14	T-14 Classical Literary Criticism-I (4) (Major)
	ENGRMMN01	RM Research Methodology of English (4) (Minor)
Eighth (Honours)	ELT8MJ16	T-16 Classical Literary Criticism-I (4) (Major)
	ELT8MJ17	T-17 Classical Literary Criticism-II (4) (Major)
	ELT8MJ18	T-18 Modern Literary Theory (4) (Major)
Eighth (Research)	ELT8MJ16	T-16 Classical Literary Criticism-I (4) (Major)
	ELT8MJ17	T-17 Classical Literary Criticism-II (4) (Major)
	Major Electives	
Fifth	ELT5ME01	ME-1 Indian Regional Literature (4)
Sixth	ELT6ME02	ME-2 Indian Diaspora Literature (4)
Seventh (Honours)	ELT7ME03	ME-3 The Subaltern Writings-I (4)
Seventh (Research)	ELT7ME03	ME-3 The Subaltern Writings-I (4)
Eighth (Honours)	ELT8ME04	ME-4 The Subaltern Writings-II (4)
Eighth (Research)	ELT8ME04	ME-4 The Subaltern Writings-II (4)

1. Basket for Open Elective Category Courses: **English**

Semester	Course Category	Name of the Course	Course Code
I	Open Elective-1	ENGLISH LANGUAGE THROUGH TEXT-1	ENGLNG1OE1
II	Open Elective-2	ENGLISH LANGUAGE THROUGH TEXT-2	ENGLNG2OE2
III	Open Elective-3	ENGLISH LANGUAGE THROUGH TEXT-3	ENGLNG3OE3
IV	Open Elective-4	ENGLISH LANGUAGE THROUGH TEXT-4	ENGLNG4OE4

2. Basket for VSC Category Courses: **English Language**

Semester	Course Category	Name of the Course	Course Code
I	VSC -1	PERSONAL COMMUNICATION SKILLS: AN INTRODUCTION	ENGLAN1VSC1
II	VSC -2	DEVELOPING LISTENING/READING SKILLS	ENGLAN2VSC2
III	VSC -3	DEVELOPING PUBLIC SPEAKING SKILLS	ENGLAN3VSC3
V	VSC -4	CORPORATE COMMUNICATION: AN INTRODUCTION	ENGLAN5VSC4

3. Basket for VSC Category Courses: **English Literature**

Semester	Course Category	Name of the Course	Course Code
I	VSC -1	POETRY-LITERARY GENRE: AN INTRODUCTION	ELT1VSC1
II	VSC -2	PROSE-LITERARY GENRE: AN INTRODUCTION	ELT2VSC2
III	VSC -3	DRAMA-LITERARY GENRE: AN INTRODUCTION	ELT3VSC3
V	VSC -4	NOVEL-LITERARY GENRE: AN INTRODUCTION	ELT5VSC4

THE INDIAN KNOWLEGDE COURSE

SR. NO.	NAME OF THE SUBJECT	NAME OF THE COURSE	Course Code
1	ENGLISH	INDIAN TREASURE TROVE	ENGIKS1

1. Basket for Minor Category Courses: **English Language**

Semester	Course Category	Name of the Course	Course Code
II	Minor-1	GENERAL ENGLISH LANGUAGE SKILLS-4	ENGLNG2MJ/MN4
III	Minor-2	GENERAL ENGLISH LANGUAGE SKILLS-5	ENGLNG3MJ/MN5
IV	Minor-3	GENERAL ENGLISH LANGUAGE SKILLS-7	ENGLNG4MJ/MN7
V	Minor-4	GENERAL ENGLISH LANGUAGE SKILLS-9	ENGLNG5MJ/MN9
VI	Minor-5	GENERAL ENGLISH LANGUAGE SKILLS-11	ENGLNG6MJ/MN11

2. Basket for Minor Category Courses: **English Literature**

Semester	Course Category	Name of the Course	Course Code
II	Minor-1	POST SHAKESPEAREAN COMEDIES	ELT2MJ/MN4
III	Minor-2	THE RESTORATION PERIOD	ELT3MJ/MN5
IV	Minor-3	THE PRE-ROMANTIC PERIOD WRITINGS	ELT4MJ/MN7
V	Minor-4	THE VICTORIAN AGE ENGLISH LITERATURE	ELT5MJ/MN9
VI	Minor-5	THE MODERN AGE ENGLISH WRITINGS	ELT6MJ/MN11

Ability Enhancement Course

Sem	NAME OF THE SUBJECT	NAME OF THE COURSE	Course Code
1	Compulsory English	Enhancing Ability Disposition and Temperament-I	ENG1AEC1
4	Compulsory English	Enhancing Ability Disposition and Temperament-II	ENG4AEC2

Major/Minor Major Electives (English Language)

(05)

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2024-2025

English Language (Major, Minor, Major Elective)

Semester	Major/Minor	Major Elective
First	T-1 - Paper 1 (4) (Major) T-2 - Paper 2 (2) (Major)	----------
Second	T-3 - Paper 3 (4) (Major) T-4 - Paper 4 (2) (Major/Minor)	----------
Third	T-5 -Paper 5 (4) (Major/Minor) T-6 - Paper 6 (2) (Major)	----------
Fourth	T-7 Paper 7 (4) (Major/Minor) T-8 Paper 8 (2) (Major)	----------
Fifth	T-9 Paper 9 (4) (Major/Minor) T-10 Paper 10 (4) (Major)	ME-1 Paper 1 (4)
Sixth	T-11 Paper 11 (4) (Major/Minor) T-12 Paper- 12 (4) (Major)	ME-2 Paper 2 (4)
Seventh (Honours)	T-13- Paper- 13 (4) (Major) T-14- Paper 14 (4) (Major) T-15- Paper 15 (4) (Major) RM-Research Methodology (4) (Minor)	ME-3 Paper 3 (4)
Seventh (Research)	T-13- Paper-13 (4) (Major) T-14- Paper-14 (4) (Major) RM-Research Methodology (4) (Minor)	ME-3 Paper 3 (4)
Eighth (Honours)	T-16- Paper-16 (4) (Major) T-17- Paper-17 (4) (Major) T-18- Paper-18 (4) (Major)	ME-4 Paper 4 (4)
Eighth (Research)	T-16- Paper-16 (4) (Major) T-17- Paper-17 (4) (Major)	ME-4 Paper 4 (4)

Note: The figure in the bracket after the title of the paper indicates Credits

COURSE OBJECTIVES:

1. The English Language Major course aims to develop the learners' ability to comfortably use English language skills while listening, speaking, reading, and writing.
2. A systematic implementation of this course can develop the ability to write and speak good English in all situations.
3. The course will enhance the ability to develop speech and writing style and hone the student's ability to use the language tools for effective communication.
4. The course ensures exposure to the learners in good prose texts and poems and introduces the learners to value-based ideas.
5. The course will facilitate the students' enhancement of their language skills, especially in the areas of grammar and pronunciation.

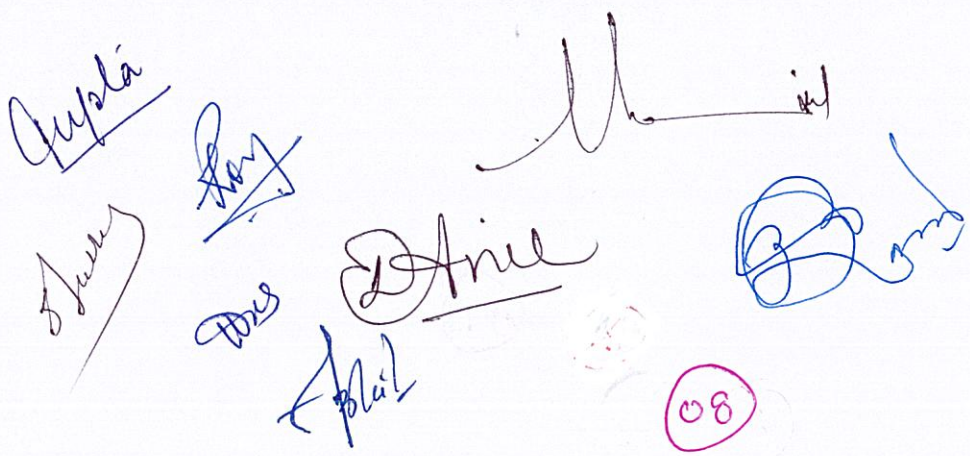
COURSE OUTCOMES:

1. By the end of the course, the students can read and understand any text in English and effectively listen to the inputs given by the teacher in the classroom.
2. A successful delivery of this course can help the students imbibe the rules of language unconsciously and train them to deduce language structure and usage.
3. By the completion of this course, the student's ability to write paragraphs, essays, and letters will be strengthened.
4. Students will decipher the mechanism of language and use it for success in competitive examinations and job-related speaking and writing tasks.

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Academic Session 2024-2025
English Language (Major) Paper 1
(T-I) B.A. **Part 1 First Semester (4 Credits)**

Text Prescribed- Building Bridges: Enhancing Soft and Language Skills for Career Readiness I Macmillan Publication;
Edited by Urmila Dabir, Suchita Marathe, Archana Gupta, Abdul Shamim

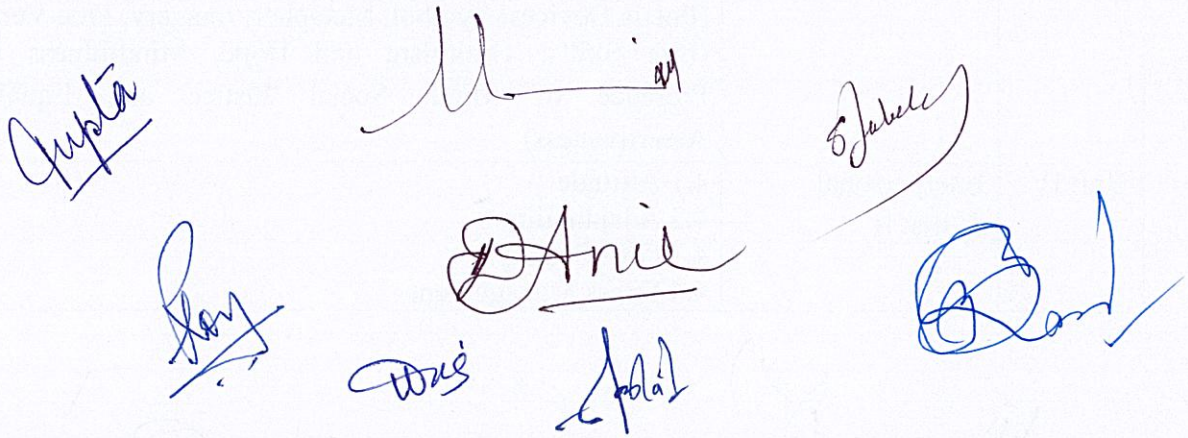
(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual	1.1 Listening vs Hearing, Types of Listening [Listening to pre-recorded audios/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] 1.2 Situational Communication: Introducing Oneself, Introducing Others, Congratulating, Apologizing, Welcoming, and Greetings. 1.3 Reading Skills: Comprehension Passages [Skimming and Scanning] 1.4 Writing Skills: Diary Entry and Paragraph Writing
Unit II	Prose and Applied Language Skills	2.1 Dead Man's Painting- Sudha Murty 2.2 Crime and Punishment- R. K. Narayan 2.3 On Saying Please- A. G. Gardiner 2.4 The Romance of a Busy Broker by O'Henry [Words and Sentences: Word classes, Sentence structure, Direct and indirect object. Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press]
Unit III	Poetry	3.1 Ode on Solitude by Alexander Pope 3.2 The Road Not Taken by Robert Frost 3.3 On Killing a Tree by Gieve Patel 3.4 The Weaver Bird by Kofi Awoonor (Poetic Devices: Alliteration, Repetition, Enjambment, Assonance) (Life Skills: Contentment, Decision Making, Environment Consciousness, Equality)
Unit IV	Interpersonal Skills-I	1. Time Management 2. Patience 3. Concentration 4. Self-discipline



Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Academic Session 2024-2025
English Language (Major) Paper 2
(T-2) B.A. **Part 1 First Semester (2 Credits)**

Text Prescribed- Building Bridges: Enhancing Soft and Language Skills for Career Readiness I Macmillan Publication;
Edited by Urmila Dabir, Suchita Marathe, Archana Gupta, Abdul Shamim

B.A. English Language (Major) Semester I		
(2 Credits) [40 Th+ 10 Internal]		
Units	**Category**	**Content**
Unit I	Skill Focused (Non-Textual)	1.1 Listening vs Hearing, Types of Listening [Listening to pre-recorded audios/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] 1.2 Situational Communication: Introducing your family and friends. 1.3 Reading Skills: Reading and Note-taking 1.4 Writing Skills: Summarizing and Precis Writing
Unit II	Prose and Integrated Language Skills	2.1 And the Dream Bird by Sudhanya Tripura Translated by Dibyendu Nag 2.2 The Best Investment I Ever Made by A. J. Cronin (Word formation and Subject-verb agreement) [Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press]
Unit III	Poetry	3.1 The Toy by Coventry Patmore 3.2 Laugh and Be Merry by John Masefield
Unit IV	Interpersonal Skills-II	4.1 Developing Self-knowledge 4.2 Professionalism



09

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Academic Session 2024-2025
English Language (Major) Paper 3
(T-3) B.A. **Part 1 Second Semester (4 Credits)**

Text Prescribed-
Building Bridges: Enhancing Soft and Language Skills for Career Readiness II
Macmillan Publication;
Edited by Anand Bhaik, Dnyanesh Naik, Dilip Jena, Megha Ramteke

B.A. English Language (Major) Semester II		
(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 Good Listening and Barrier to Listening [Listening to pre-recorded audios/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] 1.2 Types of Reading Skills and Common Reading Problems 1.3 Situational Conversation [Making Requests, Seeking Permissions and Information] 1.4 Essay Writing (100 words) [Personal, Environmental, Science and Technology, and Narrative essays]
Unit II	Prose	2.1 India's Message to the World- Swami Vivekanand 2.2 The Fringe Benefits of Failure, and the Importance of Imagination- J.K. Rowling 2.3 The Death of the Hero- Jai Nimbalkar 2.4 After Twenty Years- O' Henry (Applied Tenses and activities) Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.
Unit III	Poetry	3.1 Light Breaks Where No Sun Shines by Dylan Thomas 3.2 Curious Mishaps by Vikram Seth 3.3 Ballad of the Landlord by Langston Hughes 3.4 Telephone Conversation by Wole Soyinka (Poetic Devices: Symbol, Metaphor, Imagery, Free Verse) (Life Skills: Optimism and Hope, Mindfulness and Presence of Mind, Social Justice and Equality, Assertiveness)
Unit IV	Interpersonal Skills: II	4.1 Attitude 4.2 Adaptability 4.3 Goal Setting 4.4 Stress Management

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Academic Session 2024-2025
English Language **(Major & Minor)** Paper 4
(T-4) B.A. **Part 1 Second Semester (2 Credits)**

Text Prescribed-
Building Bridges: Enhancing Soft and Language Skills for Career Readiness II
Macmillan Publication;
Edited by Anand Bhaik, Dnyanesh Naik, Dilip Jena, Megha Ramteke

B.A. English Language (Major) Semester II		
(2 Credits) [40 Th+ 10 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 Identifying Barriers to Listening [Listening to pre-recorded audios/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] 1.2 Identifying and Talking about Your Career Plans, Hobbies and Interests. 1.3 Notices and Circulars. 1.4 Formal Letter Writing.
Unit II	Prose and Integrated Language Skills	2.1 If You Are Wrong, Admit It by Dale Carnegie 2.2 Maintaining Democracy by Dr. B.R. Ambedkar (Understanding 'prefixes and suffixes' working on cloze exercises) Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.
Unit III	Poetry	3.1 On the Work Ethics (Poem) by Kelly Cherry 3.2 Up-hill by Christina Rossetti
Unit IV	Interpersonal Skills: IV	4.1 Work Ethics 4.2 Tenacity

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2025-2026
English Language **(Major & Minor)**
Paper V

(T-5) English Language (Major) B.A. Part 2, Third Semester (4 Credits)
Text Prescribed:
Endearing Edges: Enhancing Soft and Language Skills for Career Readiness-I
Macmillan Publication;
Edited by Yogesh Sarode, Vinita Virgandham, Shashank Aglawe, Nidhee Meshram

B.A. English Language (Major) Semester III Paper 5		
Paper I (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 [Listening to pre-recorded audio/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] Suggestions: Ratan Tata- Moving the Tata Group Beyond India, Chetan Bhagat- Live for Yourself) 1.2. Reading a Story [Suggestion: Give a Girl a Fish- Vicki Glenbrook] 1.3. Extempore 1.4. Drafting Concise Messages/ Dialogues.
Unit II	Prose	2.1 The Night Train at Deoli- Ruskin Bond 2.2 Gender Equality is your Issue too- Emma Watson 2.3 My Greatest Olympic Prize – Jess Owen 2.4 Train to Benares- Prantik Banerjee (Applied Tenses and activities) Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.
Unit III	Poetry	3.1 Anthem for Doomed Youth by Wilfred Owen 3.2 His Other Chance by Edgar A. Guest 3.3 *Motiyarin*- Usha Kiran Atram (Translated by Dr. Santosh Kumar Sonekar) 3.4 Refugee Mother and Child by Chinua Achebe (Poetic Devices: Personification, Simile, Irony, Imagery) (Life Skills: Critical Thinking, Perseverance and Determination, Openness to Experience, Empathy)
Unit IV	Interpersonal Skills: III	4.1 Confidence 4.2 Persuasion 4.3 Being Respectful 4.4 Taking Responsibility

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2025-2026
English Language (Major)
Paper VI

(T-6) English Language (Major) B.A. Part 2, Third Semester (2 Credits)

Text Prescribed:
Endearing Edges: Enhancing Soft and Language Skills for Career Readiness-I Macmillan Education; Editors- Yogesh Sarode, Vinita Virgandham, Shashank Aglawe, Nidhee Meshram

B.A. English Language (Major) Semester III		
Paper II (2 Credits) [40 Th+ 10 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 [Use of Audio/ Video Aids] 1.2 Reading and reciting poems. 1.3 Giving Presentations [PPT] 1.4 Basic Writing Skills and their importance. (Jumbled Sentences)
Unit II	Prose	2.1 Mabel- W. Somerset Maughan 2.2 Big Data, Big Insight- Manjushree Sardeshpande (Applied Tenses and activities) Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.
Unit III	Poetry	3.1 Peeping Through the Window by Usha Sakure 3.4 If We Must Die by Claude McKay (Poetic Devices: Rhyme Scheme, Onomatopoeia, Sonnet, Anaphora, Paradox, Transferred Epithet) (Life Skills: Managing Expectations, Hospitality and Generosity, Adaptability, Persistence)
Unit IV	Interpersonal Skills-IV	4.1 Questioning and its significance 4.2 Sense of humour

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2025-2026
English Language **(Major & Minor)**
Paper VII

(T-7) English Language (Major) B.A. Part 2, Fourth Semester (4 Credits)
Endearing Edges: Enhancing Soft and Language Skills for Career Readiness-II
Macmillan Education;
Edited by Vandana Bhagdikar, Somnath Barure, Shailesh Bahadure, Madhavi Moharil

Paper I (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 [Listening to pre-recorded audio/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] Suggestions: Dr. A.P.J. Abdul Kalam, How can anyone handle Ego? By Mr. and Mrs. Murthy] 1.2 Describing Gadgets of everyday use, Two-wheelers. 1.3 Describing Places, people, and pictures. 1.4 Writing Reports. (Reporting an event)
Unit II	Prose	2.1 Water: Elixir of Life – C.V. Raman 2.2 The Enchanted Scorpion – Sudha Murthy 2.3 The Maori Fairy Fishermen: A Tale from New Zealand 2.4 Nisha's Story- Suchita Marathe (Applied Tenses and activities) Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.
Unit III	Poetry	3.1 On Growing Old by John Masefield 3.2 Poppies: Red, Black, and White- Ranjana Sharan 3.3 The Tiger and the Deer by Aurobindo Ghosh 3.4 A Litany for Survival by Audre Lorde (Poetic Devices: Double sonnet, Allusions, Didactic, Contrasting Images, Parallelism) (Life Skills: Acceptance and Gratitude, Positive Outlook, Innocence, and Optimism, Grit, and Tenacity)
Unit IV	Interpersonal Skills-V	4.1 What is communication? 4.2 Vertical and Horizontal Communication. 4.3 Components of Communication 4.4 Voice Modulation

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2025-2026
English Language (Major)
Paper VIII

(T-8) English Language (Major) B.A. Part 2 Fourth Semester (2 Credits)
Endearing Edges: Enhancing Soft and Language Skills for Career Readiness-II
Macmillan Education;
Editors- Vandana Bhagdikar, Somnath Barure, Shailesh Bahadure, Madhavi Moharil

Paper VIII (2 Credits) [40 Th+ 10 Internal]			
Units		Category	Content
Unit I	Skill Focused (Non-Textual)		1.1 [Listening to pre-recorded audio/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] Suggestions: Leena Kumar- I, me, myself realization TEDex StTeresa College 1.2 My Philosophy for a Happy Life (TEDx) Group Discussion (Human Intelligence vs Artificial Intelligence) 1.3 Adaptability to work culture 1.4 Writing on Social Media Platforms: Dos and Don'ts
Unit II	Prose		2.1 The Sermon at Benaras- Betty Renshaw 2.2 What is Courage? – William Issacs (Applied Tenses and activities) Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.
Unit III	Poetry		3.1 On Being Brought from Africa to America by Phillis Wheatley 3.2 The Epic Hero by Supantha Bhattacharya (Poetic Devices: Fable Poem, Political Satire, Hyperbole) (Life Skills: Racial Equality, Conflict Resolution and Negotiation, Coping with Loss and Grief, Creative Writing)
Unit IV	Applied Skills- VI		4.1 Emotional Intelligence 4.2 Conflict Resolution

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2026-2027
English Language **(Major & Minor)**

Paper IX
(T-9) English Language (Major) B.A. Part 3, Fifth Semester (4 Credits)

Prescribed Text:
Vital Voices: Enhancing Soft and Language Skills for Career Readiness-I
(Macmillan Education)
Editors- Nitin Mathankar, Amol Raut, Shilpa Sarode, Rajshree Gajghate

Paper IX (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 [Listening to pre-recorded audio/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] [Suggestions: My Journey to Success- Aishvarya Rajesh TEDxIIMTrichy 1.2 What makes life complete- Gaur Gopal Das TEDxMITP] 1.3 Public Speech- Giving a welcome note and introducing Guests. Reading Newspaper Articles 1.4 Preparing Resume/Curriculum Vitae. Covering Letter
Unit II	Prose	2.1 The Seven Rules of Writing by V. S. Naipaul 2.2 I have three Visions for India by A. P. J. Abdul Kalam 2.3 Speech of Subhas Chandra 2.4 Laxmibai- The Brave Rani of Jhansi by Richard Ward [Questions, negatives, and answers: Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.]
Unit III	Poetry	3.1 No Men Are Foreign by James Kirkup 3.2 Allow Sanity a Little Space by Dr. Sunil Kumar Navin 3.3 The Burning of the Books- Bertolt Brecht 3.4 I Find No Peace by Sir Thomas Wyatt (Poetic Devices: Epigram, rhyme, Caesura) (Life Skills: Cross-Cultural Understanding, Selflessness and Sacrifice, Emotional Intelligence, Resilience)
Unit IV	Interpersonal Skills-VII	Non-verbal communication 4.1 Gestures 4.2 Facial Expressions 4.3 Handshakes 4.4 Smiles and eye contact.

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2026-2027
English Language (Major)

Paper X

(T-10) English Language (Major) B.A. Part 3, Fifth Semester (4 Credits)

Prescribed Text: Vital Voices: Enhancing Soft and Language Skills for Career Readiness-I; (Macmillan Education)
Editors- Nitin Mathankar, Amol Raut, Shilpa Sarode, Rajshree Gajghate

Paper X (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 [Listening to pre-recorded audio/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] [Suggestions: English Speech- Swami Vivekanand 1893 Speech at Chicago In Conversation with Sundar Pichai] 1.2 Public Speech: Introductory Speech and Vote of Thanks 1.3 Reading Blogs. 1.4 Preparing Notices, Agendas, and Minutes
Unit II	Prose	2.1 The Father - Bjørnstjerne Bjørnson 2.2 The End of Living and the Beginning of Survival – Chief Seattle 2.3 The Idea of India: India's Mosaic Multiplicities- Shashi Tharoor 2.4 Playing the Game by Arthur Mee [Modal Verbs Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.]
Unit III	Poetry	3.1 Songs of Joy by W. H. Davies 3.2 All Things Bright and Beautiful by Cecil Francis Alexander 3.3 Dawn at Puri by Jayanta Mahapatra 3.4 The Bangle Seller by Sarojini Naidu (Poetic Devices: synecdoche, metonym, (Life Skills: Inner Wealth and Value, Connection with Nature, Spirituality, Creativity and Expression)
Unit IV	Interpersonal Skills- VIII	4.1 Appearance 4.2 Proxemics 4.3 Haptics 4.4 Artifacts

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2026-2027
English Language **(Major & Minor)**

Paper XI
(T-11) B.A. English Language (Major) Sixth Semester (4 Credits)

Prescribed Text: Vital Voices: Enhancing Soft and Language Skills for Career Readiness-II (Macmillan Education)
Editors: Sudesh Bhowate, Milind Mane, Archana Deshmukh, Amol Mendhe

Paper XI (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 [Listening to pre-recorded audio/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] [Suggestions: Gauri Savant, TEDx Hyderabad 1.2 Laughter is Medicine, Anjelah Johnson TEDx University of Nevada] 1.3 Interviews and their types. Reading and Note-making. 1.4 Writing Scripts for Important Announcements, Commentaries, and Compering the Events.
Unit II	Prose	2.1 The Model Millionaire by O'Henry 2.2 A Girl Who Was Anne Frank 2.3 How Is Your Mother by Simon Brett 2.4 The Open Window by A. G. Gardiner [Dramatic Devices and their use]
Unit III	Poetry	3.1 Once Upon a Time by Gabriel Okara 3.2 Flowers are Red by Harry Chaplin 3.3 A Worker's God- Kunja Bihari Das [Translated from Oriya by Lila Ray] 3.4 Drama for a Winter Night by Langston Hughes (Poetic Devices: Dramatic Monologue, Personification, Irony) (Life Skills: Presentation Skills, Self-Reflection, Patience and contemplation, Compassion and Empathy)
Unit IV	Interpersonal Skill- IX	4.1 Collaboration 4.2 Work Ethics 4.3 Rapport Building 4.4 Leadership

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2026-2027
English Language (Major)

Paper XII

(T-12) B.A. English Language (Major) Sixth Semester I (4 Credits)

Prescribed Text: Vital Voices: Enhancing Soft and Language Skills for Career Readiness-II (Macmillan Education)
Edited by Sudesh Bhowate, Milind Mane, Archana Deshmukh, Amol Mendhe

Paper XII (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1[Listening to pre-recorded audios/ YouTube Videos on Interviews/ Conversations/ Motivational Speech] [Suggestions: Iconic Speech of Sachin Tendulkar (YouTube)] Monologue/ Dialogue 1.2 Media Communication (Progressive) Writing Blogs and preparing General Display Ads.
Unit II	Prose	2.1 The Scientific Point of View – JBS Haldane 2.2 She the First: Arunima Sinha: Pushed from Train, lost a Leg but Scaled the Top- Sohini Bose (Article published by The Quint) 2.3 The Green Man of Sinai: A Tale from Ancient Egypt (Ed. By Ruskin Bond) 2.4 Of Society and Civilization- Thomas Paine [Using Prepositions and Phrasal Verbs Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.]
Unit III	Poetry	3.1 To Be of Use by Marge Piercy 3.2 Small Town and the River by Mamang Dai 3.3 Father to Son by Elizabeth Jennings 3.4 Inexpensive Progress by John Betjeman (Poetic Devices: Half Rhyme, Contrast, Symbolism, Dialogue) (Life Skills: Diligence and Commitment, Reflection and Contemplation, Forgiveness, Social Responsibility)
Unit IV	Applied Skills- X	4.1 Presentation Skills 4.2 Group Discussion 4.3 Interview Techniques 4.4 Chameleon Effect

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2027-2028
English Language (Major)
Paper XIII (Honours/Research)

(T-13) B.A. English Language (Major) Seventh Semester (4 Credits)

Text Prescribed:
Intermediate Contours: Supplementing Language Skills-I (Macmillan Education)
Edited by Swapnil Dahat, Manish Chakravarty, Umesh Bansod, Vishnu Chavan

Paper I (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 What is research? 1.2 Types of Research in the English Language. 1.3 Research Process: Defining Research Area, Topic, 1.4 Formulating the Research Problem; Reviewing the Literature and Developing Hypothesis.
Unit II	Prose	DRAMA 2.1 Final Solutions- Mahesh Dattani
Unit III	Poetry	3.1 Imagination by G.B.Shaw 3.2 Tintern Abbey by William Wordsworth 3.3 I Want a Life Measured by Tyler Knott Gregson 3.4 Elegy Written in a Country Churchyard- Thomas Gray
Unit IV	Interpersonal Skills- XI	4.1 Religious Tolerance 4.2 Spirit of Adventure 4.3 Power of Imagination 4.4 Creative Thinking

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2027-2028
English Language (Major)

Paper XIV (Honours/ Research)
(T-14) B.A. English Language (Major) Seventh Semester (4 Credits)

Text Prescribed:
Intermediate Contours: Supplementing Language Skills- I (Macmillan Education)
Edited by Swapnil Dahat, Manish Chakravarty, Umesh Bansod, Vishnu Chavan

B.A. English Language (Major Research) Semester VII		
Paper XIV **(4 Credits) [80 Th+ 20 Internal]**		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 Defining Aims and Objectives of the Research 1.2 Scope and Limitation of Research 1.3 Understanding Research Methodologies for Language Study 1.4 Writing a Research Proposal
Unit II	Prose	NOVEL 2.1 Grapes of Wrath by John Steinbeck (Abridged Version)
Unit III	Poetry	3.1 Valediction: Forbidding Mourning by John Done 3.2 Come, Little Leaves by George Cooper 3.3 The Abandoned British Cemetery at Balasore by Jayant Mahapatra 3.4 The Unknown Citizen by W. H. Auden
Unit IV	Interpersonal Skills- XII	4.1 Equality 4.2 Cycle of Nature 4.3 Individuality and Social Consciousness 4.4 Integrity

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2027-2028
English Language (Major)
Paper XV (Honours)

(T-15) B.A. English Language (Major) Eighth Semester (4 Credits)

Text Prescribed:
Intermediate Contours: Supplementing Language Skills- II (Macmillan Education)
Edited by Priya Wanjari, Laxmikant Kapgate, Vitthal Ugemuge, Ajay Deokate

B.A. English Language (Major Honours) Semester VIII Paper 1		
Paper XV (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 Critical Appreciation of Prose 1.2 Critical Appreciation of Poems 1.3 Designing a Project (Suggestions: Problems Faced by English as Second Language Learners, Methodology to be adopted, etc.) 1.4 Preparing Questionnaire for the Project Undertaken
Unit II	Prose	2.1 The Task of Education- Vinoba Bhave 2.2 My Watch- Mark Twain 2.3 Taking Studies Seriously- Khushwant Singh 2.4 Art of Positive Speaking- Dr. John Harrison [Relative Clauses, Conditionals, and wish Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.]
Unit III	Poetry	3.1 To Night I Can Write by Pablo Neruda 3.2 A Far Cry from Africa by Derek Walcott 3.3 Wild Lemons by David Malouf 3.4 The Land of the Half-humans by Thangjam Ibopishak Singh (Poetic Devices: Parallel Structure, Onomatopoeia, Anaphora, Enjambment, and Caesura) (Life Skills: Coping with Loss, Social Responsibility, Grit and Resilience
Unit IV	Interpersonal Skills- XIII	4.1 Understanding Social Obligations 4.2 Developing Civic Skills 4.3 Dos and Don'ts for an Ideal Civilian 4.4 Extending help during a crisis

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2027-2028
English Language (Major)

Paper XXI (Research/ Honours)
(T-16) B.A. English Language (Major) Eighth Semester (4 Credits)

Text Prescribed:
Intermediate Contours: Supplementing Language Skills- III (Macmillan Education)
Edited by Ajiet Jachak, Anup Ghumde, Santosh Hotchandani, Pooja Pandeya

B.A. English Language (Major Research) Semester VIII		
Paper XXI (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 Writing a Research Paper 1.2 Developing a Research Framework 1.3 Research Process 1.4 Types of Citation
Unit II	Prose and Integrated Language Skills	ONE ACT PLAY 2.1 Death Trap by Saki
Unit III	Poetry	3.1 Stopping by the Woods on a Snowy Evening by Robert Frost 3.2 Velocity of Money by Allen Ginsberg 3.3 Journey of the Magi by T. S. Eliot 3.4 I Felt a Funeral in My Brain by Emily Dickinson
Unit IV	Interpersonal Skills- XIII	4.1 Analytical Skill 4.2 Objective Thinking 4.3 Focus 4.4 Quest for Knowledge

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2027-2028
English Language (Major)

Paper XVII (Research/Honours)

(T-17) B.A. English Language (Major) Eighth Semester (4 Credits)

Text Prescribed:
Intermediate Contours: Supplementing Language Skills- III (Macmillan Education)
Edited by Ajiet Jachak, Anup Ghumde, Santosh Hotchandani, Pooja Pandeya

B.A. English Language (Major Research) Semester VIII		
Paper XVII **(4 Credits) [80 Th+ 20 Internal]**		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 Research Presentation 1.2 Logical Writing: Presenting Major Findings and Conclusions. 1.3 Avoiding Plagiarism 1.4 Acknowledging Resources
Unit II	Prose and Integrated Language Skills	A NOVELLA 2.1 The Deal of a Lifetime by Fredrick Backman
Unit III	Poetry	3.1 The Scholar Gypsy by Mathews Arnold 3.2 A Prayer for My Daughter by William Butler Yeats 3.3 The Darkling Thrush by Thomas Hardy 3.4 The Wreck of the Deutschland by G.M. Hopkins
Unit IV	Interpersonal Skills- XIV	4.1 Lessons from Life 4.2 Hope 4.3 Optimism 4.4 Sovereignty of God

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2027-2028
English Language (Major)
Paper XVIII (Honours)

(T-18) B.A. English Language (Major) Seventh Semester (4 Credits)

Text Prescribed:

Intermediate Contours: Supplementing Language Skills- II (Macmillan Education)
Edited by Priya Wanjari, Laxmikant Kapgate, Vitthal Ugemuge, Ajay Deokate

B.A. English Language (Major Honours) Semester VII Paper 2		
Paper XVIII (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill-focused (Non-Textual)	1.1 Basics of Business Communication 1.2 Process of Business Communication 1.3 Barriers to Business Communication 1.4 7 Cs of Business Communication
Unit II	Prose	2.1 The Why Why Girl- Mahashweta Devi [Use of Reported Speech Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.]
Unit III	Poetry	3.1 On Another's Sorrow by William Blake 3.2 An Introduction by Kamala Das 3.3 Hawk Roosting by Ted Hughes 3.4 Church Going by Philip Larkin (Poetic Devices: Rhetorical Question, Paradox, Oxymoron (Life Skills: Compassion, Ethical Considerations, Curiosity, and Inquisitiveness)
Unit IV	Interpersonal Skills– XII	4.1 Compassion 4.2 Ethical Thinking. 4.3 Gender Sensitivity 4.4 Educating Girls

Major Electives

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2026-2027
English Language (Major)

ME Paper 1 (Semester V)

ME-1 English Language (Major) B.A. Part 3 Fifth Semester (4 Credits)
Prescribed Text: Supplementary Contours: Enhancing Soft and Language Skills for Career Readiness I (Macmillan Education),
Edited by Ram Savnekar, Nitin Gohad, Parag Bombatkar, Ravindra Pantavane

B.A. English Language (Major Honours) Semester VII Paper 1		
Paper I (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 Media Communication Tools 1.2 Broadcasting and Podcasting 1.3 Editing and Proof-reading 1.4 Role of Visual Communication in Media
Unit II	Prose	2.1 Leadership and Success Are Your Birthright- Robin Sharma 2.2 Being Special by Dr. Alka Jain 2.3 The Last Ticket by Minoo Karimzadeh 2.4 Growing Up – Joyce Cary [Verbs with Prepositions and Adverbs Ref: Oxford Practice Grammar with Answers Second Edition, 1999. Oxford University Press.]
Unit III	Poetry	3.1 Polonius to Laertes by William Shakespeare 3.2 Three Years She Grew by William Wordsworth 3.3 We as Women by Charlotte Perkins Gilman 3.4 Ecology by A. K. Ramanujan (Poetic Devices: Repetition, Parallelism, Metaphors, Personification) (Life Skills: Adaptability and Judicious Judgment, Nurturing Relationships, Self Confidence, Environmental Concerns)
Unit IV	Interpersonal Skills-XI	4.1 Nurturing values. 4.2 Making Judicious Judgement 4.3 Developing Environmental Consciousness 4.4 Sustaining Healthy Relationships

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2026-2027
English Language (Major)

ME-Paper 2 (Semester VI)

ME-2 B.A. Part 3 English Language (Major) Sixth Semester (4 Credits)
Prescribed Text: Supplementary Contours: Enhancing Soft and Language Skills for Career Readiness I (Macmillan Education), Edited by Ram Savnekar, Nitin Gohad, Parag Bombatkar, Ravindra Pantavane

B.A. English Language (Major Honours) Semester VII Paper 2		
Paper II (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 Oral Communication in Organizations (Dyadic Communication) 1.2 Face-to-face conversation 1.3 Telephonic Conversations and Interviews 1.4 Giving instructions and dictations
Unit II	Prose	One Act Play 2.1 The Birthday Party- Harold Pinter [Dramatic Devices and their Use]
Unit III	Poetry	3.1 The Mystic Drum by Gabriel Okara 3.2 Bora Ring by Judith Wright 3.3 The Grass Is Really Like Me by Kishwar Naheed 3.4 A Poem for Mother by Robin S. Ngangom (Poetic Devices: Enigma, Pathetic Fallacy (Life Skills: Acceptance and Letting Go, Cultural Awareness and Heritage, Empowerment, Respect for Elders and Parents)
Unit IV	Interpersonal Skills- XII	4.1 Cultural Awareness 4.2 Conserving Heritage 4.3 Caring for Elders 4.4 Acceptance

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2027-2028
English Language (Major Elective)

Paper 3 (Semester VII)

ME-3 B.A. English Language (Major) Seventh Semester (4 Credits)

Prescribed Text: Supplementary Contours: Enhancing Soft and Language Skills for Career Readiness II (Macmillan Education) Edited by Pragyasa Upadhyaya, Prakash Tale, Abhinandan Pakhmode, Maroti Wagh

B.A. English Language (Major Honours) Semester VIII Paper 3		
Paper III (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 Conducting Survey 1.2 Tabular and Pie-Chart Interpretation 1.3 Interpreting data and confirmation of the data 1.4 Writing conclusions and recommendations.
Unit II	Prose	2.1 The Old Man and the Sea by Earnest Hemmingway
Unit III	Poetry	3.1 This is a Photograph of Me by Margaret Atwood 3.2 Diving into the Wreck by Adrienne Rich 3.3 Traditions by Seamus Heaney 3.4 Nuclear Season by Ramabai Espinet (Poetic Devices: Extended Metaphor, Allegory, Archaisms) (Life Skills: Critical Thinking and Analysis, Perseverance and Determination, Patriotism
Unit IV	Interpersonal Skills- XIII	4.1 Critical Thinking 4.2 Innovation 4.3 Logical Thinking 4.4 Analytical Reasoning

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2027-2028
English Language (Major Elective)
Paper 4 (Semester VIII)

ME-4 B.A. English Language (Major) Eighth Semester (4 Credits)

Prescribed Text: Supplementary Contours: Enhancing Soft and Language Skills for Career Readiness II (Macmillan Education) Edited by Pragyasa Upadhyaya, Prakash Tale, Abhinandan Pakhmode, Maroti Wagh

B.A. English Language (Major Honors) Semester VIII Paper 4		
Paper IV (4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Skill Focused (Non-Textual)	1.1 Writing project proposal. 1.2 Defining the problem and statement of plane and approach. 1.3 Outlining the Project: Schedule and Budget 1.4 Editing and Proof-reading of the Project Proposal
Unit II	Prose	ONE ACT PLAY 2.1 The Boy Comes Home- A.A. Milne
Unit III	Poems	3.1 The Loom of Time by Anonymous 3.2 Say Not the Struggle Naught Availeth by Arthur Hugh Clough 3.3 I Am Getting Old Now by Robert Kroetsch 3.4 Where the Mind is Without Fear by Rabindranath Tagore (Poetic Devices: Calligram, Metaphor, Imagery, Symbolism Life Skills: Hope and Optimism, Acceptance
Unit IV	Interpersonal Skill – XIV	4.1 Hope and Optimism 4.2 Quest for Knowledge 4.3 Bridging the generation gaps 4.4 Congeniality

Reference Books:

1. Effective Business Communication, Asha Kaul, PHI Learning Pvt. Ltd.
2. Developing Communication Skills, Krishna Mohan and Meera Banerjee, Macmillan India, Ltd.
3. English for Practical Purposes, Thorat, Patil, and Walke, Trinity Publication.
4. A Remedial English for Grammar Students, F.T. Wood. 2016 Edition. Macmillan Education
5. Developing Communication Skills in English: A Textbook for College Students, Hitesh D. Raviya and Anshu Surve, Macmillan Education
6. Step Up II: Improve Your English, Ajiet Jachak, Swapnil Dahat, Renuka Roy, Foundation Books, Cambridge University Press, India
7. Essential English for Indian Learners: Foundation, Dr. Jitendra Kumar Singh, Macmillan Education.
8. Communicative English II: An Activity Course of Phonetics and Grammar, Macmillan Education
9. Introduction to Life Skills: A Textbook for College Students, Arvind Nawale, Macmillan Education.

10. English in Action: A Textbook for College Students, Editors: T. Vijaykumar, K, Durga Bhawani, Y.L.Shrinivas, Macmillan Education.
11. English in Use: A Textbook for College Students, Macmillan Education.
12. Stream: English Coursebook for College Students, Suresh Gadhavi. Mahendra Mishra, Macmillan Education

Marks Distribution for 4 Credits

Unit	Theory (80)			Internal Assessment (20)	Hours allotment
	LAQ	SAQ	VSAQ		
Unit I		12		10	12
Unit II	12		15		18
Unit III		12	15		12
Unit IV		06	08	10	14
Total	12	30	38	20	56

Question Paper Pattern (4 Credits Paper)

Q1. A. Two SAQs out of four will be answered in 50 words on Unit I (1.3). (6 Marks)
B. Two SAQ out of two to be answered in 50 words on Unit I (1.4) (6 Marks)
Q2. A. Two out of four LAQs are to be answered in 100 words on Unit II (Prose) (6x2=12 Marks)
B. Five out of eight VSAQs on Unit II (Prose) (5 Marks)
C. Ten out of Fifteen VSAQs on Unit II (Applied Grammar Skills) (10 Marks)
Q3. A. Two out of four LAQs to be answered in 100 words on Unit III (Poetry) (6x2=12 Marks)
B. Five out of eight VSAQs on Unit III (Poetry) (5 Marks)
C. Ten out of Fifteen VSAQs on Unit III (Poetic Devices and Life Skills) (10 Marks)
Q4. A. Two out of Four SAQs to be answered in 50 words on Unit IV (6Marks)
B. Six out of Eight VSAQs Unit IV (8 Marks)

Marks Distribution for 2 Credits

Unit	Theory (80)		Internal Assessment (20)	Hours allotment
	SAQ	VSAQ		
Unit I	06		05	06
Unit II	06	08		09
Unit III	06	08		06
Unit IV	06		05	07
Total	24	16	10	28

Question Paper Pattern for 2 Credits

Q1. A. Two SAQs out of four are to be answered in 50 words on Unit I (1.3). (6 Marks)
Q2. A. Two out of Three SAQs to be answered in 50 words on Unit II (Prose) (6 Marks)
B. Four out of Six VSAQs on Unit II (Prose) (4 Marks)
C. Four out of Six VSAQs on Unit II (Applied Grammar Skills) (4 Marks)
Q3. A. Two out of Three SAQs to be answered in 50 words on Unit III (Poetry)(6 Marks)
B. Four out of Six VSAQs on Unit III (Poetry) (4 Marks)
C. Four out of Six VSAQs on Unit III (Poetic Devices and Life Skills) (4 Marks)
Q4. A. One out of Two SAQs to be answered in 50 words on Unit IV (3Marks)
B. One out of Two SAQs to be answered in about 50 words on unit IV (3 Marks)

Major/ Minor
Major
Electives
Literature

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
English Literature (Major, Minor, Major Elective)
To be implemented from the Session 2024-2025

Semester	Major/Minor	Major Elective
First	T-1 English Literature of the Elizabethan and Jacobean Age (Major) T-2 Shakespearean Drama (2) (Major)	----------
Second	T-3 The Caroline (4) (Major) T-4 Post-Shakespearean Comedies (2) (Major/Minor)	----------
Third	T-5 The Restoration Period (4) (Major/ Minor) T-6 The Neo-classical Age (2) (Major)	----------
Fourth	T-7 The Pre-Romantic Period Writings (4) (Major/ Minor) T-8 The Novel and Poetry of Romantic Age (2) (Major)	----------
Fifth	T-9 The Victorian Age English Literature-I (4) (Major/ Minor) T-10 The Victorian Age English Literature-II (4) (Major)	ME-1 Indian Regional Literature (4)
Sixth	T-11 The Modern Age English Writings (4) (Major/ Minor) T-12 The Postmodern Age English Writings (4) (Major)	ME-2 Indian Diaspora Literature (4)
Seventh (Honours)	T-13 Indian Writing in English (4) (Major) T-14 American Literature (4) (Major) T-15 The Postcolonial Literature (4) (Major)	ME-3 The Subaltern Writings-I (4)
Seventh (Research)	T-13 Indian Writing in English (4) (Major) T-14 Classical Literary Criticism-I (4) (Major)	ME-3 The Subaltern Writings-I (4)
Eighth (Honours)	T-16 Classical Literary Criticism-I (4) (Major) T-17 Classical Literary Criticism-II (4) (Major) T-18 Modern Literary Theory (4) (Major)	ME-4 The Subaltern Writings-II (4)
Eighth (Research)	T-16 Classical Literary Criticism-I (4) (Major) T-17 Classical Literary Criticism-II (4) (Major)	ME-4 The Subaltern Writings-I (4)

Note: The figure in the bracket after the title of the paper indicates the Credits

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
English Literature (Major)
To be implemented from the Session 2024-2025

First Semester English Literature (Major) (4 Credits)

T-1 English Literature of the Elizabethan and Jacobean Age

Prescribed Text: English Literature of the Elizabethan Age and Jacobean Age (Macmillan Education) Edited by Karthick Panicker, Ruta Dharmadhikari, Vaishali Meshram, Ghizala Hashmi

B.A. English Literature (Major) Semester I		
(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Social and Literary Features of the Age.	The English Renaissance The Sonnets and Sonneteers The Metaphysical Movement
Unit II	Pertinent Literature of the Period	Doctor Faustus- Christopher Marlow
Unit III	Representative Literature of the Age	Henry Howard- *Alas So All Things Now* Thomas Wyatt- *They Flee from Me* Philip Sidney- *Loving in Truth and Fain in Verse* Spenser- *One Day I Wrote to Her Name* John Donne- *A Valediction: Forbidding Mourning* George Herbert- *The Pulley* Andrew Marvel- *To His Coy Mistress*
Unit IV	Significant Literature of the Age	Essays by Francis Bacon- 1. Of Studies, 2. Of Revenge 3. Of Love 4. Of Discourse

First Semester English Literature (Major)

T-2 -Shakespearean Drama (2 Credits)

Prescribed Text: English Literature of the Elizabethan and Jacobean Age (Macmillan Education) Edited by Karthick Panicker, Ruta Dharmadhikari, Vaishali Meshram, Ghizala Hashmi

B.A. English Literature (Major) Semester I		
(2 Credits) [40 Th+ 10 Internal]		
Units	**Category**	**Content**
Unit I	Social and Literary Features of the Age.	Characteristics of Shakespearean Comedy Characteristics of Shakespearean Tragedy
Unit II	Representative Literature of the Age	Shakespearean Tragedy- *Macbeth*
Unit III	Pertinent Literature of the Period	Shakespearean Comedy *Twelfth Night*

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2024-2025
English Literature (Major)

Course Objectives:

1. The NEP Curriculum for English Literature aims at imparting creativity and utility of the English language through the study of literature and cultural studies.
2. The course aims at enhancing creative as well as critical acumen among the learners which is an essential attribute in the globalized world.
3. The syllabus assists students in the development of intellectual flexibility, creativity, and cultural learning that they may use for their life-long learning.
4. The syllabus aims to familiarize the students with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
5. The contents will enable the students to apply critical faculties and theoretical approaches to analyze literary and cultural texts in multiple genres.
6. The contents will enable the students to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
7. The contents will enable the students to understand the process of communicating and interpreting human experiences through literary representations using historical contexts and varied methodologies.

Course Outcome:

1. By the end of the course, the students will be able to write creatively due to the exposure and influence of various literary and cultural concepts.
2. The students will be more equipped to face global challenges with their developed intellectual flexibility, creativity, and learning of cultural nuances.
3. The students will have gained fair ideas about representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
4. They will acquire expertise in writing essays, research papers, reflective writing, and critical reviews.
5. The students will learn to understand and critically appreciate human experiences through literary representations.

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2024-2025

Second Semester English Literature (Major) (4 Credits)

T-3 -The Caroline Age

Prescribed Text: Post Shakespearean English Literary Writings (Macmillan Education) Edited by Prantik Banerjee, Anil Dodewar, Kanchan Joshi, Abhirami George

B.A. English Literature (Major) Semester II		
(2 Credits) [80 Th+ 20 Internal]		
Units	**Category**	**Content**
Unit I	Social and Literary Features of the Age.	The Senecan Tragedy The Puritan Movement The Caroline Poetry
Unit II	Pertinent Literature of the Period	*The Paradise Lost Book II* by John Milton
Unit III	Representative Literature of the Age	Robert Herrick- *Another Grace for A Child* Thomas Carew- *He That Loves a Rosy Cheek* Sir John Suckling- *If you refuse me once and think again* Richard Lovelace- *To Althea from a Prison* John Cleveland- *An Elegy on Ben Jonson*
Unit IV	Significant Literature of the Age	The Duchess of Malfi by John Webster

Second Semester English Literature (Major/Minor)

T-4 -Post-Shakespearean Comedies (2 Credits)

Prescribed Text: Post Shakespearean English Literary Writings (Macmillan Education) Edited by Prantik Banerjee, Anil Dodewar, Kanchan Joshi, Abhirami George

B.A. English Literature (Major) Semester II		
(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Social and Literary Features of the Age.	Characteristics of The Comedy of Humours Characteristics of The Comedy of Manners
Unit II	Pertinent Literature of the Period	*Everyman in His Humour* by Ben Jonson
Unit III	Representative Literature of the Age	*The Way of the World* by William Congreve

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
English Literature (Major)
To be implemented from the Session 2025-2026

Third Semester English Literature (Major/Minor) (4 Credits)

T-5 -The Restoration Period

Prescribed Text: English Literary Writings of the Restoration Period and Neo-classical Age (Macmillan Education)
Edited by Sanjay Palwekar, Smita Kamdi, Shirin Badar, Shekhar Vispute

B.A. English Literature (Major) Semester III		
(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Social and Literary Features of the Age.	Reasons for the Rise of Satire Restoration Tragedy The Sentimental Comedy
Unit II	Pertinent Literature of the Period	*She Stoops to Conquer* by Oliver Goldsmith
Unit III	Representative Literature of the Age	*Macflecknoe* by John Dryden
Unit IV	Significant Literature of the Age	Essays by Addison and Steele 1. Of the Club 2. Sir Roger at Home 3. His Account of His Dissatisfaction in Love 4. On the Shame and Fear of Poverty

Third Semester English Literature (Major)

T-6 -The Neo-classical Age **(2 Credits)**

To be implemented from the Session 2025-2026

English Literary Writings of the Restoration Period and Neo-classical Age (Macmillan Education) Edited by Sanjay Palwekar, Smita Kamdi, Shirin Badar, Shekhar Vispute

B.A. English Literature (Major) Semester III		
(4 Credits) [40 Th+ 10 Internal]		
Units	Category	Content
Unit I	Social and Literary Features of the Age.	Satirists of the period- Alexander Pope and Jonathan Swift The Four Wheels of English novel
Unit II	Pertinent Literature of the Period	*Tom Jones* by Henry Fielding
Unit III	Representative Literature of the Age	Poems of Alexander Pope: 1. *Elegy to the Memory of an Unfortunate Lady* 2. *Ode on Solitude* 3. *The Duncied*

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2025-2026

Fourth Semester English Literature (Major/Minor) (4 Credits)
T-7 -The Pre-Romantic Period Writings
Prescribed Text: English Literary Writings of Pre-romantic and Romantic Age (Macmillan Education) Edited by Supantha Bhattacharya, Vinita Virgandham, Pooja Swami, Govind Rathod

B.A. English Literature (Major/Minor) Semester IV		
(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Social and Literary Features of the Age.	Characteristics of Pre-romantic Poetry Characteristics of Pre-romantic Prose Characteristics of Romantic Prose
Unit II	Pertinent Literature of the Period	*The Castle of Otranto* by Horace Walpole
Unit III	Representative Literature of the Age	George Crabb's - *Sir Eustace Grey & The Hall of Justice* Thomas Gray- *Hymn to Adversity* William Collins-*Ode to Evening* William Blake – *A Bard Epitah* Robert Burns- *A Red, Red Rose*
Unit IV	Significant Literature of the Age	**Essays by Charles Lamb** 1. A Bachelor's Complaint of the Behaviour of Married People 2. The Superannuated Man **Essays by William Hazlitt** 1. Common Sense 2. On the Fear of Death

Fourth Semester English Literature (Major)
T-8 -The Romantic Age Novel and Poetry (2 Credits)
English Literary Writings of Pre-romantic and Romantic Age (Macmillan Education) Edited by Supantha Bhattacharya, Vinita Virgandham, Pooja Swami, Govind Rathod

B.A. English Literature (Major) Semester IV		
(4 Credits) [40 Th+ 10 Internal]		
Units	Category	Content
Unit I	Social and Literary Features of the Age	Characteristics of Romantic Poetry Novel in the Age of Romanticism
Unit II	Pertinent Literature of the Period	*Frankenstein* by Mary Shelly
Unit III	Representative Literature of the Age	William Wordsworth-*The Solitary Reaper* S. T. Coleridge- *Work Without Hope* John Keats- *Ode to Autumn* P. B. Shelley- *Ode to the West Wind* G. G. Byron- *She Walks in Beauty* Robert Southey- *His Books*

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2026-2027

Fifth Semester English Literature (Major/Minor) (4 Credits)
T-9 -The Victorian Age English Literature-I
Text: English Literary Writings of the Victorian Period Age (Macmillan Education)
Edited by Soma Banerjee, Harish Tapadia, Malti Panga, Prashant Jambhulkar

B.A. English Literature (Major) Semester V		
(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Social and Literary Features of the Age	Characteristics of the Victorian Poetry The Oxford Movement
Unit II	Pertinent Literature of the Period	The Mayor of Casterbridge by Thomas Hardy
Unit III	Representative Literature of the Age	Alfred Tennyson- *Ulysses* Robert Browning- A *Grammarian's Funeral* Mathew Arnold- *Dover Beach* Arthur Hugh Clough- *In a London Square* Christina Rossetti-*Remember* A. C. Swinburne-*The Garden of Proserpine*
Unit IV	Significant Literature of the Age	Four Essays by Robert Stevenson- 1. *El Dorado* 2. *Walking Tours* 3. *Child's Play* 4. *An Apology for Idlers*

Fifth Semester English Literature (Major) (4 Credits)
T-10 - The Victorian Age English Literature-II
Prescribed Text: English Literary Writings of the Victorian Age (Macmillan Education)
Edited by Soma Banerjee, Harish Tapadia, Malti Panga, Prashant Jambhulkar

B.A. English Literature (Major) Semester V		
(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Social and Literary Features of the Age	The Drama of Ideas The Pre-Raphaelite Movement Twentieth Century English Novel
Unit II	Pertinent Literature	Pygmalion by G. B. Shaw
Unit III	Representative Literature of the Age	Dante Gabriel Rossetti- Autumn Song William Morris- A Garden by the Sea A.C. Swinburne- The Garden of Proserpine Christina Rossetti-_ Remember
Unit IV	Significant Literature of the Age	*Wuthering Heights* by Emily Bronte

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2026-2027

Sixth Semester English Literature (Major/Minor) (4 Credits)
T-11 -The Modern Age English Writings
Prescribed Text: English Literary Writings from Modern to Postmodern Age (Macmillan Education)
Edited by Neehal Sheikh, Sobal Rose G. Veliannur, Shamshad Sheikh, Vinod Shende

B.A. English Literature (Major) Semester VI		
(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Social and Literary Features of the Age	The Absurd Theatre The Movement Poetry and the Group Poets English Novel between the two World Wars
Unit II	Pertinent Literature of the Period	*The Zoo Story* by Edward Albee
Unit III	Representative Literature of the Age	John Holloway- *Whale Beach Morning* Philip Larkins-*The Explosion* John Wain- *Wildtrack* Thom Gunn- *My Sad Captains* Ted Hughes-*The Thought Fox* Peter Porter- *Well, Francis, Where's the Sun?*
Unit IV	Significant Literature of the Age	A Stream of Consciousness Novel- Virginia Woolf's *Mrs. Dalloway*

Sixth Semester English Literature (Major) (4 Credits)
T-12 -The Postmodern Age English Writings
Prescribed Text: English Literary Writings from Modern to Postmodern Age (Macmillan Education)
Edited by Neehal Sheikh, Sobal Rose G. Veliannur, Shamshad Sheikh, Vinod Shende

B.A. English Literature (Major) Semester VI		
(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Social and Literary Features of the Age	Kitchen Sink Drama The Post-70s poetry English Novel after the two world wars
Unit II	Pertinent Literature of the Period	*Look Back in Anger*- John Osborne
Unit III	Representative Literature of the Age	Seamus Heaney- *Digging* Paul Muldoon- *Holy Thursday* James Fenton- *Blood and Lead* Craig Raine- *White* Edith Sitwell- *By the Lake* Carol Ann Duffy- *Valentine*
Unit IV	Significant Literature of the Age	*The Power and the Glory* by Graham Greene

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2027-2028

Seventh Semester English Literature (Major) (4 Credits) (Honours)/Research)
T-13 - Indian Writing in English
Prescribed Text: Indian and American Writings (Macmillan Education)
Edited by Indira Budhe, Sawan Dharmapuriwar, Mahendra Sahare, Anand Chahande

(4 Credits) [80 Th+ 20 Internal]		
Unit	Detail	Contents
Unit I	Background	A Brief Survey of Indian Writing in English
Unit II	Novel	The Guide by R. K. Narayan
Unit III	Poetry	Nissim Ezekiel- *Night of the Scorpion* Ramanujan- *Obituary* Jayant Mahapatra- *Total Solar Eclipse* Arun Kolatkar- *An Old Woman* R. Parthasarathy- *Homecoming* K. N. Daruwalla- The Epileptic
Unit IV	Drama	*The Fire and the Rain* by Girish Karnad

Seventh Semester English Literature (Major) (4 Credits) (Honours/Research)
T-14 – American Literature
Prescribed Text: Indian and American Writings (Macmillan Education)
Edited by Indira Budhe, Sawan Dharmapuriwar, Mahendra Sahare, Anand Chahande

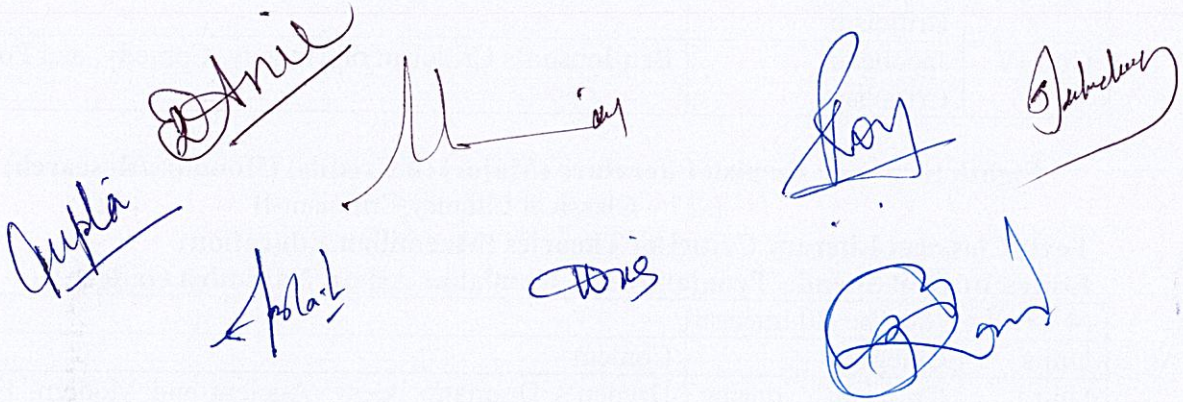
(4 Credits) [80 Th+ 20 Internal]		
Unit	Detail	Content
Unit I	Background	A Brief Survey of American Literature
Unit II	Novel	*The Adventures of Huckleberry Fin* by Mark Twain
Unit III	Poetry	Walt Whitman- *O Captain! My Captain!* Emily Dickinson- *Hope* Robert Frost- *The Road Not Taken* Ezra Pound- *The Return*
Unit IV	Play	*The Glass Menagerie* by Tennessee Williams

Seventh Semester English Literature (Major) (4 Credits) (Honours)
T-15 – The Postcolonial Literature
Text: The Postcolonial Literature and Modern Literary Theory (Macmillan Education)
Edited by Renuka Roy, Subhashree Mukherjee, Sibi Joseph Kollamparampil, Prashant Deshmukh

(4 Credits) [80 Th+ 20 Internal]		
Unit I	Background	A Brief Survey of Postcolonial Literature
Unit II	Novel	*A Grain of Wheat* by Ngugi wa Thiong'o
Unit III	Poetry	Paul Muldoon- *Tell* Derek Walcott- *After the Storm* Christopher Okigbo- *Water Maid* George Lamming- *Image* Kamala Das- *My Grandmother's House*
Unit IV	Play	*The Lion and the Jewel* by Wole Soyinka

Seventh Semester English Literature (Minor) (4 Credits)
RM-1/RM Research Methodology (Honours/Research)

Units	Category	Content
Unit I	Orientation	What is Research? Key Terms in Research, Writing a research paper, Writing a dissertation
Unit II	Preparing for the Research Process	Research Area and Research Topic, Survey of relevant literature, Developing Hypothesis, Adopting Appropriate Research Methodology
Unit III	Carrying on the Research Process	Collection and classification of data, Analyzing collected data, Interpretations and generalizations, Chapter design
Unit IV	Presentation	Format of the thesis, Presentations of the findings, Quotations and acknowledging the sources, Preparing Bibliography



Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2027-2028

Eighth Semester English Literature (Major) (4 Credits) (Honours/Research)

T-16 – Classical Literary Criticism-I

Text: Classical Literary Criticism Theories (Macmillan Education)
Edited by Anil Shende, Pranjali Kane, Kamlakar Askar, Narendra Gadge

(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Ancient Greek Criticism	Plato's Indictment of Poetry Aristotle's Concept of Imitation, Definition of Tragedy, Elements of Tragedy, The Tragic Hero
Unit II	Roman Criticism	Longinus- *On the Sublime*, Horace- *Ars Poetica or Art of Poetry*
Unit III	Elizabethan Criticism	Sir Philip Sidney- *An Apology for Poetry*
Unit IV	Jacobean Criticism	Ben Jonson's Criticism of Tragedy, Comedy, and Poetry

Eighth Semester English Literature (Major) (4 Credits) (Honours/Research)

T-17 – Classical Literary Criticism-II

Text: Classical Literary Criticism Theories (Macmillan Education)
Edited by Anil Shende, Pranjali Kane, Kamlakar Askar, Narendra Gadge

(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	Criticism during the Restoration	Dryden's Dramatic Poesy: Ancient and Modern, English and French, Rhyme Verse and Blank Verse
Unit II	The Neo-Classical Criticism	Samuel Johnson's views on Poetry, Kinds of Poetry, and Criticism of Shakespeare
Unit III	Romantic Criticism	Wordsworth's Theory of poetry, Theory of Poetic Diction, Coleridge's Theory of Fancy and Imagination
Unit IV	Victorian Criticism	Arnold's Function of Criticism at Present Times, Touchstone method

Eighth Semester English Literature (Major) (4 Credits) (Honours)

T-18 – Modern Critical Theory

Prescribed Text:
The Postcolonial Literature and Modern Literary Theory (Macmillan Education)
Edited by Renuka Roy, Subhashree Mukherjee, Sibi Joseph Kollamparampil, Prashant Deshmukh

(4 Credits) [80 Th+ 20 Internal]		
Units	Category	Content
Unit I	New Criticism	Eliot's theory of impersonality of poetry, objective correlative, dissociation of sensibility, unification of sensibility
Unit II	Feminism	*Towards a Feminist Critic* by Elaine Showalter
Unit III	Reader Response Theory	*The Death of the Author* by Roland Barthe
Unit IV	Post-Colonialism	*Crisis in Orientalism* by Edward Said

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
English Literature (Major Electives)
To be implemented from the Session 2026-2027

Major Electives

Fifth Semester English Literature (4 Credits)
ME-1 -Indian Regional Literature

Text Prescribed:
Variant Colours of Indian Regional and Diaspora Writings
Edited by Leena Phate, Vaishali Meshram, Abhirami George, Manjusha Dhoble

Units	Category	Content
Unit I	Poetry	Amrita Pritam- *I Will Meet You Yet Again* Khadar Mohiuddin- *Birthmark* S. Joseph- *Between These Lines* Devara Dasimayya- *I am the one who has a body* Gulam Mohammed Sheikh- *Delhi* Sitanshu Yashaschandra- *Forest*
Unit II	Fiction	*Tamas* by Bhisham Sahini
Unit III	Short Story	U. R. Anantha Murthy- *A Horse of The Sun* Ambai- *In A Forest, A Deer* Cho. Dharuman- *Wetness* Rabindranath Tagore- *Kabuliwallah*
Unit IV	Drama	*Sakharam Binder* by Vijay Tendulkar

Sixth Semester English Literature (Major-elective) (4 Credits)
ME-2 -Indian Diaspora Literature

Text Prescribed:
Variant Colours of Indian Regional and Diaspora Writings
Edited by Leena Phate, Vaishali Meshram, Abhirami George, Manjusha Dhoble

Units	Category	Content
Unit I	Introduction	Diaspora Literature- An Introduction
Unit II	Poetry	Rohinton Mistry- *Such a Long Journey*
Unit III	Fiction	Vijay Seshadri- *Bright Copper Kettles* Suniti Namjoshi- *Grass Blade* Agha Shahid Ali- *Snowmen* Chitra Banerjee Divakaruni- *Cutting the Sun* Meena Alexander- *Muse*
Unit IV	Short Stories	Jhumpa Lahiri- *Nobody's Business* Anita Desai- *Studies in the Park* V.S.Naipaul- *The Enemy* Chitra Banerjee Divakaruni- *The Bats*

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
English Literature (Major Elective)
To be implemented from the Session 2027-2028

Seventh Semester English Literature (Major-elective) (4 Credits)

ME-3

Prescribed Text: Glimses of Subaltern Writings: Macmillan Education
Editors: Sujata Chakravarty, Manoj Madavi, Dipak Dharne, Shiromani Deshbhratar

Units	Category	Content
Unit I	Background Topics	What is Dalit Literature?- Shradchandra Muktibodh Dalit Feelings and Aesthetic Detachment Tribal Folklore and Literature
Unit II	Dalit Autobiography	Bama: Karukku
Unit III	Tribal Fiction	Mahashweta Devi: Chhotti Munda and His Arrow
Unit IV	Dalit and Tribal Poetry	White Paper: Sharankumar Limbale No Entry for the New Sun: Vilas Rashinkar Blood Wave: Daya Pawar Motyarin: Usha Kiran Atram The Movement Is: Vaharu Dada Sonawane The River, the Mountain and the Bazaar: Jacinta Kerketta

Eighth Semester English Literature (Major-elective) (4 Credits)

ME-4

Prescribed Text: Glimses of Subaltern Writings: Macmillan Education
Editors: Sujata Chakravarty, Manoj Madavi, Dipak Dharne, Shiromani Deshbhratar

Units	Category	Content
Unit I	Background	African Aesthetics; African Trilogy Harlem Renaissance; Black Aesthetics Movements of Civil Rights
Unit II	African American Fiction	Alice Walker: The Color Purple
Unit III	African American Play	Lorraine Hansberry: A Raisin in the Sun
	Black Poetry	The Three Birds: Jean-Joseph Rabearivelo (Translated from the French by Vivek Narayanan) P' Bitek Okot: A Song of Ocul J. B. Clark: Night Rain Ama Ata Aidoo: Images of Africa at Century's End Romeo Oriogun: Genesis Koleka Putuma: Black Joy

Internal Assessment

05- Test examinations/Classroom seminars
05- submission of Home assignment
05- Participation in departmental activities
05- Viva Voce on the submitted assignment

The Pattern of Questions for the Papers with four credits
(Except for Papers T-14, T-17, T-18, RM)

Unit 1 (18 hours)

Q. 1 (A) Three questions out of five to be attempted in about 50 words each, carrying 5 marks each. (15)

(B) Five questions to be attempted in one sentence each, carrying one mark each (05)

Unit 2 (10 hours)

Q. 2 Two questions out of three to be attempted in about 200 words each, carrying 10 marks each. (20)

Unit 3 (14 hours)

Q. 3 (A) One question out of two to be attempted in 200 words. (10)

(B) Two questions out of three to be attempted in about 100 words each. (10)

Unit 4 (14 hours)

Q. 4 Attempt four questions out of six in about 75 words each, carrying 5 marks each. (20)

The pattern of Questions for the Papers with four credits
for Papers T-14, T-17, T-18, RM,

Unit 1 (14 hours)

Q. 1 Any four questions to be attempted out of six in about 100 words, each carrying 5 marks each. (20)

Unit 2 (14 hours)

Q. 2 Any four questions to be attempted out of six in about 100 words, each carrying 5 marks each. (20)

Unit 3 (14 hours)

Q. 3 Any four questions to be attempted out of six in about 100 words, each carrying 5 marks each. (20)

Unit 4 (14 hours)

Q. 4 Any four questions to be attempted out of six in about 100 words, each carrying 5 marks each. (20)

The Pattern of Questions for the Papers with two Credits

Unit 1 (12 hours)

Q. 1 (A) Three questions out of five to be attempted in about 50 words each, carrying 5 marks each. (15)

(B) Five questions to be attempted in one sentence each, carrying one mark each (05)

Unit 2 (8 hours)

Q. 2 One question out of two to be attempted in about 200 words, (10)

Unit 3 (8 hours)

Q. 3 (A) Two questions out of three to be attempted in about 100 words each. (10)

Ability Enhancement Courses

(Compulsory English)

SEM-1 Credits-2

SEM-4 Credits-2

RTM Nagpur University
Ability Enhancement Course (Compulsory English)- Semester- I
2 Credits (45 Hours))

Course Outcomes:

- The students can interpret, summarize, describe, and narrate in English.
- The students will learn comprehension, communication skills, and collaboration.
- The students will get practical exposure to language learning.
- The lessons prescribed will help in moulding the character of the students.
- The students will develop critical thinking on various aspects of life
-

Theory Exam:50 Marks **Continuous Internal Evaluation:50 Marks**
Prescribed Text: Enhancing Ability: Disposition and Temperament-I (Macmillan Education) Edited by Kapil Singhel, Renuka Roy, Leena Phate

1. Adaptability Skills (Adjusting to situations, places, people)
Chapter 1: On the Conduct of Life by *William Hazlitt*

2. Cross Cultural Connection (Positivity, confidence building, taking initiative, and non-verbal communication skills)
Chapter 2: *What We Must Learn from the West* by Narayan Murty

3. Passages for Comprehension

The pattern of question paper

Q. 1 (A) Attempt the following questions in Short: (3X4= 12)
(i) Question from the first chapter **or** question from the second chapter
(ii) Question from the first chapter **or** question from the second chapter
(iii) Question from the first chapter **or** question from the second chapter
(B) Eight out of ten questions (5 from each chapter) to be attempted in one or two sentences each: (8X1= 8)
Q. 2 (A) Transform of tenses. Any five out of eight. (5X1= 5)
(B) Parts of speech. (Fill in the blanks with appropriate words from those given in the brackets) (5X1= 5)
(C) Vocabulary (Homophones, Homonyms) (Fill in the blanks with appropriate words from those given in the brackets) (5X1= 5)
Q. 3 (A) Two Skill-based personal response questions from each chapter. Anyone to be attempted in about 100 words. (10 X 1= 10)
(B) An unseen passage for comprehension. Five questions are to be attempted. (5X1= 5)

WORKBOOK 2 Credits (30 hours)

1. **Remedial Grammar (8 hours)**
   - Use of Primary and Modal Auxiliary Verbs
   - Prepositions: The expression of time; The expression of place
   - Degrees of Comparison
   - Indirect Speech

2. **Developing Speaking Skills (4 hours)**
    - Greetings
    - Introducing self/other persons
    - Making Requests
    - Making Suggestions
    - Asking and giving directions
    - Making an apology
    - Expressing wish and pleasure
3. **Developing Writing Skills (12 hours)**
    - Personal Letters
    - Family Letters
    - Social Letters
    - Letter of Congratulations
    - Letter of Thanks
    - Application for Job
4. **Describing (6 hours)**
    - At Home (Indoors and Outdoors)
    - In Public
    - My life
    - My Looks
    - In My Spare Time
    - In My Neighbourhood

Workload
Theory- 15 hours
For each chapter 4 hours X 2= 8 hours
Transformation of tenses= 3 hours
Parts of Speech= 2 hour
Vocabulary= 2 hours

Workbook- 30 hours
(Grammar Skills- 8 hours; Speaking Skills- 4 hours; Writing Skills-12 hours; Description-6 hours

RTM Nagpur University
Ability Enhancement Course (Compulsory English)- Semester- IV
(2 Credits (45 Hours)

Course Outcomes:

i) The students will improve in communication skills. They will get practical exposure to language learning.
ii) The students will be encouraged to work in collaboration.
iii) The students will get practical exposure to language learning
iv) The lessons prescribed will help in moulding the character of the students
v) The students will develop critical thinking on various aspects of life
vi) The students will master vocabulary-building strategies

Theory Exam:50 Marks **Continuous Internal Evaluation:50 Marks**
Prescribed Text: Enhancing Ability: Disposition and Temperament-II (Macmillan Education) Edited by Manjushree Sardeshpande, Suchita Marathe, Archana Gupta

Customer-Relation Skills (Persuasion, justification, convincing, man-management)
1. Chapter 1. Advertising

Teamwork Skills (collaboration, adjustments, using the best knowledge)
2. Chapter 2. The Wooden Horse

3. **Passages for precis writing**

The pattern of question paper

Q. 1 (A) Attempt the following questions in Short: (3X4= 12)

(i) Question from the first chapter **or** question from the second chapter

(ii) Question from the first chapter **or** question from the second chapter

(iii) Question from the first chapter **or** question from the second chapter

(B) Eight out of ten questions (5 from each chapter) to be attempted in one or two sentences each: (8X1= 8)

Q. 2 (A) Transformation of sentences. Any five out of eight. (5X1= 5)

Exclamatory, Negative, Interrogative, Affirmative, Assertive (5X1= 5)

(B) Vocabulary (Synonyms, Antonyms) (Match the pairs) (10X1= 5)

(C) One Word Substitution (Attempt five out of eight) (5X1= 5)

Q. 3 (A) Two Skill-based personal response questions from each chapter. Anyone to be attempted in about 100 words. (10 X 1= 10)

(B) An unseen passage for precis writing (5X1= 5)

Workbook will contain

Developing Articulation (6 hours)
Idioms and phrases
Idiomatic use of prepositions
Proverbs

Developing Speaking Skills (6 hours)
Inviting, Suggesting, Accepting and Refusing
Talking about past events
Asking for and offering help
Facing an Interview

Developing Drafting Skills (12 hours)
Business and Official Letters
Letters of Complaint
Correspondence with Banks/Agencies
Preparation of Report based on survey
Picture Interpretation

Ability to Describe (6 hours)
The people in my life
Memories
After Graduation
Celebrations/Festivals and Holidays

Workload
Theory- 15 hours
For each chapter 4 hours X 2= 8 hours
Transformation of sentences= 5 hours
Vocabulary= 1 hour
One-word Substitution= 1 hour
Workbook- 30 hours
(Articulation- 6 hours; Speaking Skills- 6 hours; Drafting Skills-12 hours; Description-6 hours

Open Electives

SEM 1- 4 Credits
SEM 2- 4 Credits
SEM 3- 2 Credits
SEM 4- 2 Credits

Bachelor of Arts (B.A.)

English (Open Elective) (4 Credits)

First Semester

(To be implemented from the Academic Session 2022-23)

Theory Marks: 80 **Internal Assessment Marks: 20**

Course Outcomes

- Learners will be motivated through the Life Sketches of successful sportspersons
- Learners will understand the structure of sentences through prescribed grammar
- Learners will be able to draft an impressive application and resume for a job
- Learners will develop confidence in grasping and understanding the English language and its usage

Prescribed Textbook

Alluring Aroma (A Textbook of Compulsory English as per NEP 2020)

(Macmillan Education) **Chief Editors**: Ajiet Jachak, Kapil Singhel, Madhavi Moharil **Co-editors**: Sujata Chakravorty, Nitin Mathankar, Shailesh Bahadure, Sobal Rose G. Veliannur

Unit I (Prose)

- The Super Mom Mary Kom
- The Naive Friends – Munshi Premchand
- Fur – Hector Hugh Munro (Saki)

Unit II (Poetry)

- Kali, the Mother – Swami Vivekananda
- Don't Quit – Edgar Albert Guest
- In the Bazaars of Hyderabad – Sarojini Naidu
- Walk by Moonlight – Henry Derozio

Unit III (Writing Skills)

A. Business Communication Part I
   1. Job Application, Resume Writing
   2. Invitations (Formal and Informal), Complaint Letter

B. Skills based on the prescribed textbook

Unit IV (Language Study)

A. Parts of Speech, Articles
B. Vocabulary Building – Synonyms, Antonyms, Homonyms

Internal Assessment: Picture Comprehension. Students will be shown a picture and will be asked to explain it in 200 words.

English (Open Elective) (4 Credits)

Second Semester

(To be implemented from the session 2022-23)

Theory Marks: 80 **Internal Assessment Marks: 20**

Course Outcomes

- Learners will be able to apply the basics of the English language.
- Learners will be able to ascend towards more complex reading and comprehension.
- There will be an enhancement in learner's vocabulary skills of the learners
- Learners will have improved drafting skills

Prescribed Textbook:

Alluring Aroma (A Textbook of Compulsory English as per NEP 2020)
(Macmillan Education)
Chief Editors: Ajiet Jachak, Kapil Singhel, Madhavi Moharil
Co-editors: Sujata Chakravorty, Nitin Mathankar, Shailesh Bahadure, Sobal Rose G. Veliannur

Unit I (Prose)

- When Telegrams Were Bad – Sudha Murthy
- The Antidote – R. K. Narayan
- The Conjurer's Revenge – Stephen Leacock

Unit II (Poetry)

- The School Boy – William Blake
- Whom Dost Thou Worship – Rabindranath Tagore
- Sympathy – Paul Lawrence Dun Bar
- Lord Ullin's Daughter – Thomas Campbell

Unit III (Writing Skills)

A. Business Communication Part II
   1. Advertisement Writing – Vacancies, Property to Sell/Product for Sale
   2. Meeting – Notices, Agenda, Minutes

B. Skills based on the prescribed textbook

Unit IV (Language Study)

A. Tenses, Degrees of Comparison
B. Vocabulary Building – Prefix/ Suffix, Paronyms

Internal Assessment

Writing a review of a Movie/Adaptation of any Indian novel in about 200 words

Question Paper Pattern
For the First and Second Semesters

Total Marks: 80

Question No. 1
A. Three short answer questions to be attempted out of six in about 75 words with at least one question from each prescribed lesson (5x3) 15 Marks
B. Five Multiple Choice Questions on Unit I (Prose) (5x1) 5Marks

Question No. 2
A. Three short answer questions to be attempted out of six in about 75 words with at least one question from each prescribed poem. (5x3) 15 Marks
B. Five Multiple Choice Questions on Unit II (Poetry) (5x1) 05 Marks

Question No. 3
A. One question out of two to be attempted on Unit III 10 Marks
B. One question out of two to be attempted on Unit III B 10 Marks

Question No. 4 On Unit IV
To attempt ten questions out of 15 from exercises based on the prescribed Language Study. (10x2) 20 Marks

Internal Assessment: (20 marks)
The topics prescribed for the internal assessment will carry 10 marks. Besides this, the students shall have to submit a home assignment on which viva voce shall beconducted. It shall carry 05 marks. The remaining 05 marks shall be allotted for students' participation in departmental activities including their regular attendance and study tours by forming a cluster of colleges.

Workload and Slots for each prescribed section (for first year):

- 4 lectures per week of one hour each (4 hours per week)
- 60 hours of teaching in each semester
- Unit I (Prose): 22 hours
- Unit II (Poetry): 10 hours
- Unit III (Communication and Life Skills): 16 hours
- Unit IV (Language Study): 8 hours
- Activities for Internal Assessment of Students: 2 hours
- Revision/Test: 2 hours

English (Open Elective) (2 Credits)

English Third Semester

(To be implemented from the Academic Session 2023-24)

Course Outcomes

- Learners will be encouraged to nurture aspirations to be successful in their lives by finding a profession of their choice
- Learners will develop consciousness for environmental preservation
- The learners will gain the ability to lift themselves through motivational texts.

Prescribed Textbook: Endearing Essence (A Textbook of Compulsory English as per NEP 2020) (MacmillanEducation)
Chief editors: Urmila Dabir, Dnyanesh Naik, Usha Sakure
Co-editors: Archana Gupta, Kanchan Joshi, Varsha Vaidya, Anita Wanjari

Unit I (Prose)

- Taking Studies Seriously – Khushwant Singh
- A Simple Philosophy – Seathl

Unit II (Poetry)

- A Worker's God – Kunj Bihari Das
- The Felling of a Banyan Tree – Dilip Chitre

Unit III (Writing Skills)

A. Language Skills Part I
Report Writing – News Report, Activity Report (Competition)
B. Skills based on the prescribed textbook

Unit IV (Language Study)

A. Transformation of the Sentences – Exclamatory, Negative, Interrogative, Affirmative
B. Vocabulary Building – Misspelt Words/ Confusing Words (Fill in the blanks)

Internal Assessment: Writing a book review in 200 words

English (Open Elective) (2 Credits)

Fourth Semester

(To be implemented from the Academic Session 2023-24)

Course Outcomes

- Learners will be made aware of civic sense and inspired to inculcate compassiontowards others
- There will be an improvement in learner's reading speed, presentation skills, andunderstanding of ethics, and values.
- Learners will be introduced to the idea of 'Work is Worship' and realize theimportance of hard work

Prescribed Textbook

Endearing Essence (A Textbook of Compulsory English as per NEP 2020 (Macmillan Education)
Chief Editors: Urmila Dabir, Dnyanesh Naik, Usha Sakure
Co-editors: Archana Gupta, Kanchan Joshi, Varsha Vaidya, Anita Wanjari

Unit I (Prose)

- The Boy Who Broke the Bank – Ruskin Bond
- The Open Window – Alfred George Gardiner

Unit II (Poetry)

- Life – Charlotte Bronte
- Siddhartha and the Swan – Sir Edwin Arnold

Unit III Language Skills

Part II Dialogue
Writing

1. Dialogue between a shopkeeper and a customer, Dialogue between a bankemployee and a customer
2. Dialogue between two friends about the examination, Dialogue between a teacherand a student

B. Skills based on the prescribed textbook

Unit IV (Language Study)

A. Voice
B. Vocabulary Building – Root Words (from the textbook)

Internal Assessment

Oral Presentation Skill – Introducing Oneself/Extempore/Elocution

Question Paper Pattern
For the Third and Fourth Semesters

Time: 2 hours Total Marks: 40

Question No. 1
Two short answer questions to be attempted out of four, with internal choice, in about 75 words each with twoquestions from each prescribed lesson (5x2) 10 Marks

Question No. 2
Two short answer questions to be attempted out of four, with internal choice, in about 75 words each with twoquestions from each prescribed lesson (5x2) 10 Marks

Question No. 3
C. One question out of two to be attempted on Unit III 05 Marks
D. One question out of two to be attempted on Unit III B 05 Marks

Question No. 4 On Unit IV
To attempt five questions out of 10 from exercises based on the prescribed Language Study. 10 Marks

Internal Assessment: (10 marks)
The topics prescribed for the internal assessment will carry 05 marks. Besides this, the students shall have to submit a home assignment. It shall carry 05 marks.

Workload and Slots for each prescribed section (for the second year):

- 2 lectures per week of one hour each (2 hours per week)
- 30 hours of teaching in each semester
- Unit I (Prose): 8 hours
- Unit II (Poetry): 4 hours
- Unit III (Communication and Life Skills): 8 hours
- Unit IV (Language Study): 8 hours
- Activities for Internal Assessment of Students: 1 hour
- Revision/Test: 1 hour

Vocational Skill Courses (Language)

SEM-1 Credits-2

SEM-2 Credits-2

SEM-3 Credits-2

SEM-5 Credits-2

(4 hours of activity per week)

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2024-2025
English Language Vocational Skill Course (VSC)

Semester-1

(Personal Communication Skills: An Introduction) 2 credits (4 hours per week)

The Workbook designed to keep a record of the activities carried out in support of a major paper will consist of the following topics:

- Meeting people, exchanging Greeting, taking leaves (8 hours)
- Giving Personal information (6 hours)
- Developing Ideas-Writing paragraphs (8 hours)
- Using a dictionary (2 hours)
- Expressing feelings (4 hours)
- Expressing Agreement or Disagreement (6 hours)
- Expressing wish and pleasure (6 hours)
- Art of Small Talk (Describing People) (8 hours)
- Transcreation of sentences (6 hours)
- Situational Role Play (6 hours)

Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2024-2025
English Language Vocational Skill Course (VSC)

Semester-2

(Developing Listening /Reading Skills) 2 credits (4 hours per week)

The Workbook designed to record the activities carried out supporting a major paper will consist of the following topics. However, teachers can keep the record in any other way/form, whatever is convenient to them.

- Listening to a Story and Summarizing (12 hours)
- Reading and Summarizing (12 hours)
- Reading News Articles and Summarizing (12 hours)
- Summarizing and Note Making (12 hours)
- Reading Comprehension (12 hours)

Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2025-2026
English Language Vocational Skill Course (VSC)

Semester-3

(Developing Public Speaking Skills) 2 credits (4 hours per week)

The Workbook designed to record the activities carried out in support of a major paper will consist of the following topics. However, teachers can keep the record in any other way/form, whatever is convenient to them.

- Recounting Happiest Moments (6 hours)
- Adaptation of your favorite regional language television episode/movie in English (10 hours)
- Presentation Skills (10 hours)
- Share your experiences of visiting public places (6 hours)
- Share your experiences of visiting public places (6 hours)
- The Art of Small Talk (4 hours)
- Group Discussion (6 hours)
- Product Selling Skills (6 hours)
- Live Reporting of Events (6 hours)

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts)
To be implemented from the Session 2026-2027
English Language Vocational Skill Course (VSC)

Semester-5

(Corporate Communication: An Introduction) 2 credits (4 hours per week)

The Workbook designed to record the activities carried out in support of a major paper will consist of the following topics. However, teachers can keep the record in any other way/form, whatever is convenient to them.

- Breaking the ice (4 hours)
- Meetings: Notices, Agenda and Minutes (6 hours)
- E-mail Writing (2 hours)
- Report Presentation (6 hours)
- Stock Checking (Preparing Inventory Report)
- Upward and Downward Communication
- Bank Correspondence

Vocational Skill Courses (Literature)

SEM-1 Credits-2

SEM-2 Credits-2

SEM-3 Credits-2

SEM-5 Credits-2

(4 hours of activity per week)

Bachelor of Arts

Vocational Skill Course (VSC) (2 Credits)

Semester 1 (2 credits- 4 hours of activity per week)

Poetry – Literary Genre: An Introduction

Learning Objectives:

- To teach the learners about English Poetry as a literary genre.
- To enable the learners to know about different forms of English Poetry.
- To teach the learners about the Origin and Development of English Prose.

Learning Outcomes:

- The learners will learn about English Poetry as an art form.
- The learners will get to know the different narrative techniques employed.
- The course will help learners appreciate the application of different poetic devices.

Syllabus:

1. Poetry Types- Objective and Subjective (1 hour)

Forms (11 hours)

A) Sonnet, Lyric, Ode

B) Elegy, Pastoral Elegy

C) Ballad, Epic, Mock Epic

D) Idyll, Satire, Dramatic Monologue

2. **Stanza forms (12 hours)**

A) Couplets; Triplets; Tercet; Terza Rima 4 hours

B) Quatrains; Ballad Stanza; The Rime Royal; The Ottava Rima 4 hours

C) The Spenserian Stanza; The Burn's Stanza; Shakespearean Stanza 4 hours

3. **Figures of Speech (6 hours)**

A) Simile, Metaphor, Metonymy, Personification, Transferred Epithet 2 hours

B) Alliteration, Hyperbole, Euphemism, Antithesis, Oxymoron 2 hours

C) Onomatopoeia, Epigram, Irony, Pun, Synecdoche 2 hours

4. **Significant Movements in Poetry (12 hours)**

A) Metaphysical Poetry 2 hours

B) Romantic Poetry 2 hours

C) Victorian Poetry 2 hours

D) Pre Raphaelite Poetry 2 hours

E) The War Poetry 2 hours

F) Modern Poetry 2 hours

5. **Critical Appreciation of an unseen poem (12 hours)**

Activities:

(A) Students will be encouraged to create short verses about their personal or social experiences and recite them in class.

(B) Students will have their appreciation of their favorite poem.

(C) Students will recite the poem of a poet of their choice.

Bachelor of Arts

Vocational Skill Course (VSC)

Semester 2 (2 credits- 4 hours of activity per week)

Prose – Literary Genre: An Introduction

Learning Objectives:

- To enable the learners of this course to know about English Prose as a literary genre.
- To enable the learners of this course to know about different forms of English Prose.
- To enable the learners of this course to know about the Origin and Development of English Prose.

Learning Outcomes:

- The learners will get to know about English Prose as an art form.
- The learners will get to know the different narrative techniques employed.
- The course will help learners get jobs as editors, content writers,

Syllabus:

Introduction- (15 hours)

- Introduction to English Prose and its forms
- Essentials of a Good Prose Style
- Historical Survey of English Essay

The Beginning- (15 hours)

- Aphoristic Essay
- The Periodical Essay
- Prose Satire
- The Character Essay
- The Critical Essay

English Essay of the New Era (15 hours)

- The Personal Essay
- English Essay and Prose in the Victorian Age
- English Essay and Prose in Modern Age

- Critical Appreciation of unseen passages **(15 hours)**

Activities

- Students will have to summarize, explore the theme, and comment on the style on style and narrative techniques of any two writers of their choice. They may go for a comparative analysis of the two prose writers.

- **Evaluation Scheme**
  Active participation in academic activities, workbook completion

Bachelor of Arts

Vocational Skill Course (VSC)

Semester 3 (2 credits- 4 hours of activity per week)

Drama – Literary Genre: An Introduction

Learning Objectives:

- To enable the learners to know about drama as a literary genre and its elements
- To teach learners about the Origin and Development of English Drama and Theatre.

Learning Outcomes:

- The learners will get to know the different devices employed in drama.
- The course will help learners get jobs as actors, art consultants, arts administrators, arts educators, broadcast technicians, casting directors, and producers

Syllabus:

1. **The Dramatic Art**
   (A) Unity of Time, Place and Action
   (B) Elements of Drama
   (C) Plot and Character
2. **Dramatic Types**
   (A) Tragedy and Comedy
   (B) Tragi-Comedy
   (C) Farce and Melodrama
   (D) The Masque
   (E) The One-Act Play
   (F) The Dramatic Monologue
3. **Dramatic Devices**
   (A) Dramatic Irony
   (B) Soliloquy and Aside
   (C) Expectation and Surprise
   (D) Stage Directions
4. **Origin and Development of English Drama and Theatre**
   (A) Miracles, Moralities and Interludes
   (B) Elizabethan Drama
   (C) Strolling Companies of Actors
   (D) Permanent Structures
   (E) Elizabethan Theatre
5. **Modern English Drama**
   (A) The Problem Play
   (B) Absurd Theatre
   (C) Nineteenth-century theatre
   (D) Twentieth-century theatre

Activities: (A) Students will be introduced to the different forms of drama videos and encouraged to stage one-act plays in groups or individually. (B) Students will take any character from the play they have read and try to enact it, considering the dialogues, action, and expression. (C) Situational Role Play

Bachelor of Arts

Vocational Skill Course (VSC)

Semester 5 (2 credits- 4 hours of activity per week)

Novel – Literary Genre: An Introduction

Course Objectives-

1. The students should learn about the types of novels, characters and plots.
2. The students should understand the concept of setting and themes.
3. The students should understand the importance of conflict and tone in literature.

Learning outcomes

1. The students will be able to distinguish between the different types of fiction.
2. The students will be able to classify characters and analyse plots.
3. The students will be able to identify settings and themes and determine conflict and tone.

Syllabus:

1. Forms of Novel

(A) The Picaresque Novel
(B) Epistolary Novel
(C) Gothic and Oriental Romances
(D) Novel of Sensibility
(E)Novels in the Romantic Era
(F)Victorian Novels
(G)The Stream of Consciousness Fiction
(H)Science Fiction

2. Characterization

(A)The Anti-hero
(B)Rounded Characters
(C)Flat Characters

3. Settings

(A)Climax
(B)Anti-climax
(C)Different Narrative Technique

Activities

(A) Abridged editions or summaries of popular novels will be made available for the students, who will be asked to view adaptations into movies of this popular fiction. They must prepare a critical analysis of this novel on the lines of plot, characterization, form, and climax.

(B) The prescribed topics have to be presented by the students through classroom activities conducted by teachers, such as PPT making, poster making, role-playing, story writing, character description activity, plot analysis, theme finding, etc., using various novels, novellas, and short stories.

Course Corresponding to Major Program

Indian Knowledge System (Semester 1- Credits-2)

RTM Nagpur University
Indian Knowledge System- Semester- I
2 Credits (30 Hours)

Course Outcomes:

1. To facilitate the students with the concepts of Indian traditional knowledge
2. To make the students understand the importance of the roots of the Indian Knowl System.
3. To acquaint students with the facets of traditional knowledge & their relevance in their to-day life.
4. To help students develop analytical skills and learn to approach knowledge from div perspectives with scholarly agility.
5. To promote all aspects of Indian Knowledge Systems for research and societal applicat
6. To foster interdisciplinary research resulting in a harmonious blend of various knowl systems as part of modern education.

Prescribed Text:

Indian Treasure Trove (Macmillan Education) Edited by Kapil Singhel, Dhiraj Ambade

Chapter 1 The Story of Nachiketa (Katho Upanishad)

Chapter 2 The Story of the Origin Behind India's Storybook *Panchtantra*

Chapter 3 The Four Noble Truths

Chapter 4 The Indian Calendar

Chapter 5 Addresses at the Parliament of the World's Religions

Topics for Assignments and Presentations (Continuous Internal Evaluation)

1. Spirituality
2. Simplicity
3. Pursuit of Truth
4. Dignity of Labour
5. Universal Tolerance and Acceptance
6. Collectivism & Harmony
7. Right Conduct, Love Peace, Compassion & Non-violence
8. Affection & Reverence for Parents /Elders

Pattern of Question Paper
Theory – Indian Knowledge System

Time- 2 Hours **Marks -40**

Theory

Q. 1 (A) Attempt one question out of two in about 100 words from Chapter 1 (5 marks)

(B) Attempt one question out of two in about 100 words from Chapter 2 (5 marks)

(C) Attempt one question out of two in about 100 words from Chapter 3 (5 marks)

(D) Attempt one question out of two in about 100 words from Chapter 4 (5 marks)

(E) Attempt one question out of two in about 100 words from Chapter 5 (5 marks)

Q. 2 Attempt any fifteen questions out of twenty in one sentence each.

(At least four questions from each chapter) **(15 marks)**

Continuous Internal Evaluation

I	**Viva Voce / Presentation / Assignment**		**10 Marks**

Workload 30 hours

For each chapter, 5 hours. Total 25 hours.

Continue Internal Evaluation- 05 hours.

Skill Enhancement Courses

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Syllabus for B.A. (Bachelor of Arts) English Language
Skill Enhancement Courses

Program Outcome

- The course comprises of significant elements such as vocabulary enhancement, visual communication, dialogue writing, drafting advertisements and journalistic reports etc. and intends to train the students in tasks like professional documentation,
- The program will strengthen the areas like vocabulary enrichment, drafting, and editing
- Program will develop fine nuances of journalistic skills, professional language skills, media skills for the digital age, etc.
- This course will develop competence in professional writing among the learners and hone their basic life skills.
- By the end of the program, the learner would have cultivated imaginative capacities as expected of a professional.
- This program is planned to equip the learners with the required language skills which can eventually make them job ready.

Skill Enhancement Course (English)
Semester I (2 Credits/ 60 Hours)

To be implemented from the Session 2024-2025

(English Composition and Communication)

Course Outcome

- The learners will attain professional language skills and the ability to precisely use language.
- The course will extend an interactive and participative learning experience to the students.
- The course will act as a foundation for developing professionalism in terms of learners' use of language.

Unit I: Application of Parts of Speech and Common Errors in Their Usage

1.1 Nouns, its kinds, gender, number; Kinds of Pronouns
1.2 Adjectives, used as noun
1.3 Adverbs, kinds, formation, and comparison
1.4 Uses of Prepositions
1.5 Kinds of Conjunctions and Interjections

Unit II: Tense, their application, and common Errors in their usage

4.1 Verb, Person and number, infinitive, participle, gerund
4.2 Modal Auxiliary and Helping verbs
4.3 Application of Present Tense
4.4 Application of Past Tense
4.5 Application of Future Tense

S Marathe V.V.Bhagatkar

Unit III: Exploring Dictionary (Antonyms, Synonyms, Homonyms)
3.1 Essential
3.2 Intermediate
3.3 Advanced
3.4 Super-nuts
3.5 Exercises on Cloze

Unit IV: Word Formation
4.1 Nouns, Adjectives, and Adverbs
4.2 Weak Verbs and Strong Verbs
4.3 Prefixes and Suffixes
4.4 Idioms and Phrases
4.5 One Word Substitution

Skill Enhancement Course (English)
Semester II (2 Credits/ 60 Hours)
To be implemented from the Session 2024-2025
(Technical Communication and Drafting Skills in English)

Course Outcome

- By the end of this course, the undergraduate students will develop the basics required for technical communication and drafting skills at primary and advanced levels
- The course will help hone the learners' drafting skills and make them professionally efficient.
- The learners will be able to draft personal and official letters and develop the skills to describe what they see.

Unit I: Writing Skills (Personal)
1.1 Letters of Congratulations
1.2 Letters of Thanks
1.3 Letters of Condolence
1.4 Letters of Apology
1.5 Job Application, Resume and letters of reference

Unit II: Writing Skills (Official)
2.1 Circulars and Enquiries
2.2 Orders and their Compliance
2.3 Letters regarding Transportation
2.4 Correspondence with banks and insurance company
2.5 Correspondence with Post Office

Unit III: Speaking Skills (Giving Personal Inputs)
3.1 Career Plans
3.2 Hobbies and Interests
3.3 Exchanging Greetings, taking leave
3.4 Describing one's family
3.5 Expressing Sympathy

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Unit IV: Expansion of Thoughts
4.1 Story Writing on the basis of given points
4.2 Visual Communication: Describing a picture
4.3 Dialogue Writing
4.4 Summarizing/Precis Writing
4.5 Personal responses to the questions on a passage

Skill Enhancement Course (English)
Semester IV (2 Credits/ 60 Hours)
To be implemented from the Session 2025-2026
(Journalistic Writing)

Course Outcome

- The students will be able to understand the concepts of print media, social media, and digital journalism.
- The learners will be encouraged to search for and understand the field of journalistic writing.
- The course will enhance the learner's language proficiency at the undergraduate level and develop writing skills using Journalistic English.
- The students will inculcate professional LSRW from the perspective of journalism.

Unit I: Introduction to Journalism
1.1 Introduction to Journalism
1.2 Types of Journalism
1.3 Journalism in Electronic Era

Unit II: About Journalistic Writing
2.1 Introduction to Journalistic Writing
2.2 Purpose of Journalistic Writing
2.3 Process of Journalistic Writing

Unit III: English for Journalism
3.1 Preparing Captions, Logos and Titles for News Items.
3.2 Contracting the paragraphs.
3.3 Editing and Proofreading the passages

Unit IV: Developing Journalistic Writing Skills
4.1 Reporting: Accidents, Events and Academic Events.
4.2 Advertising: Classified Ads
4.3 Advertising: General Display Ads

Reference Books:

1. Agarwal, Virbala. Handbook of Journalism and Mass Communication, Concept Publishing Co., 2001.
2. Eastwood, John. Oxford Practice Grammar. Oxford University Press, Kolkata, 2012.
3. Murphy Raymond. English Grammar in Use. Cambridge University Press, New Delhi, 2012
4. Parthasarthy, Rangaswami. Basic Journalism. Macmillan Education, Ahmadabad, 2009.
5. Sinha, S.S. Idioms, Phrases, and One Word Substitution.
6. Wren and Martin. High School English Grammar and Composition. S. Chand and Co. Ltd. New Delhi, 2018.

V.V. Bhagdikar

Assessment of Activity will be part of continuous evaluation. It should ideally follow the following marking scheme:

Assignments & Viva-voce (10+10), Attendance and participation in activities (15), Submission of minor Projects based on any one of the prescribed unit (15)

Framework for Internal Evaluation		
Assessment Criteria	**Units**	**Marks**
Assignment and Viva-voce	Based on the contents from all the units	10+10
Attendance and Participation in Activities	Based on the contents from all the units	15
Seminars, Mini Projects, Discussion Forums	Submission of minor Projects based on any one of the prescribed units	15
		50

V.V. Bhagdikar