



**Savitribai Phule Pune University, Pune
(Formerly University of Pune)**

First Year Bachelor of Arts (FYBA)

English

Syllabus Structure

(Semester I & II)

Choice Based Credit System Syllabus

NEP 2020

2024

Title of the Program: Under Graduate (UG) – English

Introduction:

Savitribai Phule Pune University is one of the premier institutes in India. It is committed to quality enhancement along with the basic principles of liberty, equality, fraternity and social justice as national values. It aims at inculcating the spirit of competitiveness at global level and enriching competence in students of English. Language plays a vitally significant role both on personal and professional level. It is an effective carrier of human values and repository of knowledge. English has acquired the status of international language and has been working as a link language in India. It is the language of education, science, technology, market, commerce, trade, business, and research. Keeping in view the significance and all-pervasive use of English world over and in line with the objectives of National Education Policy (2020), the present English curriculum attempts to instill confidence, professional approach and human values in students. It also aims at developing skill sets in students that help them become employable and compete successfully in real world and at the same time relish the beauties of literature and learn vital lessons of humanity. It tries to fuse skill sets and values that go into the making of a meaningfully successful and responsible life.

B.A. English program includes the following curricula-

- First Year UG- 2024-2025 (Level 4.5)
- Second Year UG – 2025-2026 (Level 5.0)
- Third Year UG – 2026-2027 (Level 5.5)
- Fourth Year UG – 2027-2028 (Level 6.0)

The restructured degree course in English is three or four years long as per the national Education Policy. As per the guidelines given by Higher Education Department, Government of Maharashtra and Savitribai Phule Pune University Circular No. 97 / 2023, there will be 44 credits for the three-year degree and 176 credits for a four-year degree.

The pedagogy for this course includes lectures, practical assignments/journals, fieldwork and research projects to be completed by students with mentoring support by their faculty.

The salient feature of this course is that it is interdisciplinary.

PROGRAMME OUTCOMES (POs) :

PO-1. Students will be able to learn the basics of English language.

PO-2. It will help develop linguistic skills in students.

PO-3. Skill sets in the course will make students confident and employable.

PO-4. Students will become proficient in interactions, conversations and professional dialogues.

PO-5. Students will be introduced to complementary disciplines.

PO-6. Students will get exposure to practical/real life situations.

PO-7. It will help to enhance their awareness about shared national heritage.

PO-8. Students studying pieces of literature will develop more humane and broad approach towards others.

PO-9. Exposure to skills and values that are important in the present contexts will develop confidence in students.

PO-10. It will help develop sense of responsibility and commitment to excellence in students.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

PSO-1. Communication Skills: Students will be able to understand and explain their experiences and events around them.

PSO-2. Research Aptitude: Students will develop basic linguistic skills necessary for research.

PSO-3. Analytical Skills: Students will learn to evaluate and assess the authenticity and credibility of source materials.

PSO-4. Professional Development: Students will have career opportunities in many corporate and public organizations.

PSO-5. Critical Thinking: Students will learn the importance of raising questions and finding answers.

PSO 6. Human Values and ethics: Students will understand the importance human values.

PSO-7. Problem Solving: Students will learn to accept challenges, assess the complexities and find solutions.

PSO-8. Policy Analysis: Students will learn post facto implications and consequences of policies.

PSO9. Disciplinary knowledge: Students will know the basics of English language, its building blocks like vocabulary, reading, writing, comprehension.

PSO-10. Linguistic Abilities- Students will learn to appreciate the linguistic skills and use them for their benefit and for the benefit of the society.

Semester - I

COURSE STRUCTURE B.A. First Year- English							
UG – English: Year – I, Sem – I (w.e.f. Academic year 2024-2025)							
Level/ Year/ Sem.	Course Type	Course Title	Credit	Theory / Practical	Int. Exam.	Ext. Exam.	Total Mark
L-4.5 Year- I Sem. I	Subject DSC – 1 (Group A- languages)	English for Beginners (Optional/ General English)	4	--	--	--	--
	Subject DSC – 2 Group B- Social Science I	--	4	Theory	30	70	100
	Subject DSC – 3 Group B- Social Science II	--	4	--	--	--	--
	GE/OE	Mass Communication	2	Theory	15	35	50
	SEC	Soft Skills - I	2	--	--	--	--
	IKS	--	2	Theory (Generic)	15	35	50
	AEC	Developing Communicative Competence in English	2	--	--	--	--
	VEC	--	2	--	--	--	--
	CC	--	--	--	--	--	--
		Total Credit	22				

Abbreviation:

- 1) DSC – Discipline Specific course
- 2) GE/OE – General Elective / Open Elective
- 3) SEC – Skill Enhancement Course
- 4) IKS – Indian knowledge System
- 5) AEC – Ability Enhancement Course
- 6) VEC – Value Education course
- 7) CC – Co-curricular Course

Vertical	Subject DSC -1 Group A – Languages
Course Code	
Course Title	English for Beginners
Credit	4
Total Hours	60 hours

Objectives:

1. To help students realize the basics of English language
2. To make students confident in the use of English in real life situations
3. To enable students to relish the beauties of literature as linguistic contraction
4. To develop skills in students that make them capable of facing real world
5. To instil values of integrity, sympathy, humanity in students

Course Outcomes:

1. Students learn the basics of English language
2. Students become confident and proficient in the use of English in real life situations
3. Students relies the beauties of literature as linguistic construction and learn less and values of life
4. Students acquire necessary skills that make them competent and employable
5. Students learn the significance of human values

Course Contents

Unit – 1 Conversational Skills

Unit – 2 Poetry

Vertical	GE/OE – Open Elective
Course Code	
Course Title	Mass Communication – I
Credit	2
Total Hours	30 hours

Objectives:

1. To expose students to various aspects of communication
2. To make students aware of the significance of communication in general and mass communication in particular
3. To develop skills related to mass communication like public speech, writing and use of social media
4. To offer necessary theoretical background and practice for effective communication to students
5. To enable students to become effective communicators

Course Outcomes:

1. Students get enough exposure to the basics of mass communication
2. Students become familiar with the importance of mass communication in the present global contexts
3. Students acquire necessary skill sets of mass communication
4. Students becomes familiar with and capable of good mass communication
5. Students become effective communicators

Course Contents

- Unit – 1 Introduction to Mass Communication (15 clock hours)
- Unit – 2 Drafting Content for Mass Communication (15 clock hours)

Vertical	SEC
Course Code	
Course Title	Soft Skills- I
Credit	2
Total Hours	30 hours

Objectives:

1. To introduce basics of soft skills to students
2. To help students acquire the components like interpersonal skills, conflict resolution, confidence, adaptability and team building
3. To give students adequate theoretical background and practice
4. To instill the soft skills like problems solving, empathy, communication style and work style in students
5. To make students more competent and employable through enrichment of soft skills

Course Outcomes:

1. Students are introduced to the significance and basics of soft skills
2. Students acquire soft skills necessary in real life situations
3. Students know the theory of soft skills and their practical importance through exercise
4. Students learn many different soft skills
5. Students become confident and competent through soft skills

Course Contents

- Unit – 1 Introduction to Soft Skills (15 clock hours)
- Unit – 2 Soft Skills and Personality Development (15 clock hours)

Vertical	AEC
Course Code	
Course Title	Developing Communicative Competence in English - I
Credit	2
Total Hours	30 hours

Objectives:

1. To make students understand the importance of communicative competence
2. To expose students to the basics of communication
3. To introduce students to vocabulary, spoken and written components of communication
4. To lead students through rigorous exercise related to communication
5. To make students proficient in communication

Course Outcomes:

1. Students understand the importance of communication and the consequent competence required for it.
2. Students learn the basics of communication
3. Students acquire the necessary skills components of communication
4. Students become confident about communication through rigorous exercise
5. Students become competent in communication
6. Students realize that literary pieces are very good examples of effective communication.

Course Contents

- Unit – 1 Building Vocabulary (15 clock hours)
- Unit – 2 Speaking for different Purposes (15 clock hours)

Semester - II

COURSE STRUCTURE B.A. First Year – English							
UG – English: Year – I, Sem –II (w.e.f. Academic year 2024-2025)							
Level/ Year/ Sem.	Course Type	Course Title	Credit	Theory / Practical	Int. Exam.	Ext. Exam.	Total Mark
L-4.5 Year- I Sem. I	Subject DSC – 1 (Group A- languages)	English for Beginners (Optional/ General English)	4	--	--	--	--
	Subject DSC – 2 Group B- Social Science I	--	4	Theory	30	70	100
	Subject DSC – 3 Group B- Social Science II	--	4	--	--	--	--
	GE/OE	Mass Communication	2	Theory	15	35	50
	SEC	Soft Skills - II	2	--	--	--	--
	IKS	--	2	Theory (Generic)	15	35	50
	AEC	Developing Communicative Competence in English	2	--	--	--	--
	VEC	--	2	--	--	--	--
	CC	--	--	--	--	--	--
		Total Credit	22				

Abbreviation:

- 1) DSC – Discipline Specific course
- 2) GE/OE – General Elective / Open Elective
- 3) SEC – Skill Enhancement Course
- 4) IKS – Indian knowledge System
- 5) AEC – Ability Enhancement Course
- 6) VEC – Value Education course
- 7) CC – Co-curricular Course

Vertical	Subject DSC -1 Group A – Languages
Course Code	
Course Title	English for Beginners
Credit	4
Total Hours	60 hours

Objectives:

1. To help students realize the basics of English language
2. To make students confident in the use of English in real life situations
3. To enable students to relish the beauties of literature as linguistic contraction
4. To develop skills in students that make them capable of facing real world
5. To instil values of integrity, sympathy, humanity in students

Course Outcomes:

1. Students learn the basics of English language
2. Students become confident and proficient in the use of English in real life situations
3. Students relies the beauties of literature as linguistic construction and learn less and values of life
4. Students acquire necessary skills that make them competent and employable
5. Students learn the significance of human values

Course Contents

Unit – 1 Communication Skills

Unit – 2 Short Stories and One Act Play

Vertical	GE/OE – Open Elective
Course Code	
Course Title	Mass Communication - II
Credit	2
Total Hours	30 hours

Objectives:

1. To expose students to various aspects of communication
2. To make students aware of the significance of communication in general and mass communication in particular
3. To develop skills related to mass communication like public speech, writing and use of social media
4. To offer necessary theoretical background and practice for effective communication to students
5. To enable students to become effective communicators

Course Outcomes:

1. Students get enough exposure to the basics of mass communication
2. Students become familiar with the importance of mass communication in the present global contexts
3. Students acquire necessary skill sets of mass communication
4. Students becomes familiar with and capable of good mass communication
5. Students become effective communicators

Course Contents

Unit – 1 Introduction to Digital Media as means of Mass Communication (15 clock hours)

Unit – 2 Drafting Content for Mass Communication (15 clock hours)

Vertical	SEC
Course Code	
Course Title	Soft Skills- II
Credit	2
Total Hours	30 hours

Objectives:

1. To introduce basics of soft skills to students
2. To help students acquire the components like interpersonal skills, conflict resolution, confidence, adaptability and team building
3. To give students adequate theoretical background and practice
4. To instill the soft skills like problems solving, empathy, communication style and work style in students
5. To make students more competent and employable through enrichment of soft skills

Course Outcomes:

1. Students are introduced to the significance and basics of soft skills
2. Students acquire soft skills necessary in real life situations
3. Students know the theory of soft skills and their practical importance through exercise
4. Students learn many different soft skills
5. Students become confident and competent through soft skills

Course Contents

Unit – 1 Communication Skill (15 clock hours)

Unit – 2 Practical Compound (15 clock hours)

Public Speaking, Group discussion, Paper Presentation, Story Narration, Briefing of News and Events

Vertical	AEC
Course Code	
Course Title	Developing Communicative Competence in English - II
Credit	2
Total Hours	30 hours

Objectives:

1. To make students understand the importance of communicative competence
2. To expose students to the basics of communication
3. To introduce students to vocabulary, spoken and written components of communication
4. To lead students through rigorous exercise related to communication
5. To make students proficient in communication

Course Outcomes:

1. Students understand the importance of communication and the consequent competence required for it.
2. Students learn the basics of communication
3. Students acquire the necessary skills components of communication
4. Students become confident about communication through rigorous exercise
5. Students become competent in communication
6. Students realize that literary pieces are very good examples of effective communication.

Course Contents

- Unit – 1 Joy of Reading (15 clock hours)
- Unit – 2 Forms of Writing (15 clock hours)

Examination pattern :

A) For 4 Credits Course – Theory Total Marks: 100

a. Semester End Exam Total Marks -70 (Minimum Marks 28 for passing)

b. Internal Assessment Total Marks -30 (Minimum Marks 12 for passing)

a. Semester End Exam Question Paper Pattern for offline Examination

Time (3 Hours), 4 Credit Course, Marks (70)

Q.1 Answer the following question in 300 words (any one) Marks – 15

Q.2 Answer the following question in 300 words (any one) Marks – 15

Q.3 Answer the following question in 200 words (any two) Marks – 20

Q.4 Write Short Notes (any four) Marks – 20

b. Internal Assessment Pattern Total Marks: 30

Tutorial Marks – 15

Home assignment /Oral examination/ Students seminar/ presentation Marks – 15

B) For 2 Credits Course – Theory Total Marks: 50

a. Semester End Exam Total Marks -35 (Minimum Marks 14 for passing)

b. Internal Assessment Total Marks -15

a. Semester End Exam Question Paper Pattern Total Marks 35 (Minimum Marks 14 for passing)

Time (2 Hours), 2 Credit Course, Marks (35)

Q.1 Answer the following question in 300 words (any one) Marks – 15

Q.2 Answer the following question in 300 words (any one) Marks – 15

Q.3 Write Short Notes (any one) Marks – 05

b. Internal Assessment Pattern Total Marks: 15

Tutorial Marks – 10

Home assignment /Oral examination/ Students seminar/ presentation Marks – 05



Savitribai Phule Pune University

(Formerly University of Pune)

Faculty of Humanities
Board of Studies in Economics

New Syllabus for Affiliated Colleges of SPPU
FYBA Economics
[Semester I & II]

Choice Based Credit System Syllabus
NEP 2020

To be implemented from Academic Year 2024-25

INTRODUCTION:

B.A in (Economics) Program (Pattern 2023/CBCS/NEP2020) will be introduced in the following order:

- a) First Year BA from 2024-2025
 - b) Second Year BA from 2025-2026
 - c) Third Year BA from 2026-2027
 - d) Fourth Year BA from 2027-2028
- ✓ Examination (CIE & SEE) will be held for each semester. Continuous Internal Assessment will have 30% weightage and Semester End Assessment (University Exams) will carry 70% weightage. Internal Assessment tools used for previous Semester should be avoided for the next Semester.
 - ✓ It covers in-depth study of Economics as a major subject at graduation level with focus on the economic theory, different streams in the subject of Economics.

Programme Objectives:

The objectives of a Bachelor of Arts (B.A) programme in Economics offered as per the National Education Policy [2020] to provide complete knowledge of Economics to the students, to develop theoretical base of the subject with the help of classical and advanced theories, to skill them to apply the knowledge in policy making in different sectors at the national and international level.

- 1) To develop a strong foundation of advanced economic theory aligned with the graduation and honours program.
- 2) To help the students to gain the comprehensive understanding of policy making at various government levels such as, local, state, national and international.
- 3) To help the students in understanding the intricacies of policy making process from local to global level.
- 4) To build the foundations of Economics and its inter and multidisciplinary relationship with respect to pure and other social sciences.
- 4) To develop an understanding about the role of the national and international governments/institutions for building consensus about the policies that help in welfare.
- 5) To create awareness among the students about interrelations between economy and society, and develop a critical thinking on socio-economic conditions of various strata of the society.

Programme Specific Outcomes (PSOs):

- PSO - 1. Knowledge of Economic Theories:** Graduates of a B.A. in Economics will possess a strong understanding of economic theories, including microeconomics, macroeconomics and other specialized areas of economics.
- PSO - 2. Analytical Skills:** Graduates will be able to apply economic concepts and theories to analyse real-world economic issues, such as market behaviour, policy implications, and economic trends. They will also be able to critically evaluate economic research and data using statistical and econometric techniques.
- PSO - 3. Research and Writing Skills:** Graduates will have developed advanced research and writing skills, including the ability to conduct independent research, analyse economic data, and communicate their findings effectively through written reports, policy briefs, and other forms of economic writing.
- PSO - 4. Policy Analysis:** Graduates will be able to assess the impact of economic policies on various stakeholders and evaluate their effectiveness in achieving desired outcomes. They will also be able to propose evidence-based policy recommendations to address economic challenges and promote economic growth.
- PSO - 5. Quantitative Skills:** Graduates will develop a strong foundation in quantitative methods, including statistical and econometric techniques, and be able to apply these skills to analyse economic data and conduct empirical research.
- PSO - 6. Communication Skills:** Graduates will be able to communicate complex economic concepts and findings to different audiences, including policymakers, business leaders, and the general public, in a clear and concise manner.
- PSO - 7. Critical Thinking:** Graduates will develop critical thinking skills and be able to analyse economic problems from multiple perspectives, consider trade-offs, and propose innovative solutions based on economic principles and evidence.
- PSO - 8. Professional Ethics:** Graduates will understand and adhere to the professional ethics and standards of the economics, including academic integrity, objectivity, and confidentiality in research and policy analysis.
- PSO - 9. Professional Development:** MA Economics programs often include professional development components, such as internships or seminars, to prepare students for careers in economics.

Syllabus Designing Committee

FYBA - Economics, Semester – I & II

Sr. No.	Name of Professor	BoS Member / Member
1	Dr. Sunil P. Ugale	Chairman
2	Dr. Vilas B. Adhav	BoS Member
3	Dr. Amita Yadwadkar	BoS Member
4	Dr. Gorakshanath K. Sanap	BoS Member
5	Dr. Baban M. Sonawane	BoS Member
6	Dr. Nitin D. Ade	BoS Member
7	Dr. Madhav H. Shinde	BoS Member
8	Dr. Parmeshwar S. Gadkar	BoS Member
9	Dr. Somnath V. Patil	BoS Member
10	Dr. Jaywant R. Bhadane	BoS Member
11	Dr. Amol A. Gaikwad	BoS Member
12	Dr. Ramdas K. Gadge	BoS Member
13	Dr. Suresh Maind	BoS Member
14	Mr. Jignesh C. Furiya	BoS Member
15	Dr. Ajit Bhandakkar	BoS Member
16	Dr. Sawant Savita Govind	Member
17	Prof. Sham Laxman Satarle	Member
18	Dr. Palwe Ajaykumar Madhukar	Member
19	Dr. Surekha Appasaheb Gaikwad	Member
20	Dr. S. M. Waghmare	Member
21	Dr. Hanumant Popat Shinde	Member
22	Dr. Vishal Bhausahab Pawase	Member
23	Dr. Pankaj Tryambak Nikam	Member
24	Prof. K. R. Padvi	Member
25	Prof. R.T. Tuplondhe	Member

Credit Distribution Structure for BA Economics SPPU- as per NEP 2020

With effect from Academic Year 2024-2025

Level/ Difficulty	Semester	Subject DSC-1 (Group A - Languages)	Subject DSC-2 (Group B)	Subject DSC-3 (Group C)	GE / OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100 [1 st Year]	I	2 (T) + 2 (T/P)	2 (T) + 2 (T/P)	2 (T) + 2 (T/P)	2 (T)	2 (T/P)	2 (T)	2 (T)	2	--	22
	II	2 (T) + 2 (T/P)	2 (T) + 2 (T/P)	2 (T) + 2 (T/P)	2 (T/P)	2 (T/P)	--	2 (T)	2	2	22

Exit option: Award of UG Certificate in Discipline Specific Course with 44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

Continue option: Students will select one subject among (subject I, subject II and subject III) as major and another as minor and third subject will be dropped.

Level/ Difficulty	Semester	Credits Related to Major					Minor / RM	GE / OE	SEC	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	IKS	FP/OJT / CEP/R P							
Vertical [V]		V-1		V-4	V-5	V-6	V-2	V-3	V-4	V-5	V-5	V-6	
5.0/200 [2 nd Year]	III	[4T+2T/P]	-	[2T/P]	[2T]	[2FP]	[2T+2P]	[2T]	-	[2T]	-	2	22
	IV	[4T+2T/P]	-	[2T/P]	-	[2CEP]	[2T+2T/P]	[2T/P]	2 (T/P)	[2T]	-	2	22
UG Diploma		20	0	6	4	4	16	8	6	8	4	6	88
Exit Option – Award of UG Diploma in Major with 88 Credits and an additional 4 Credits core NSQF course/Internship or Continue Major & Minor													
5.5/300 [3 rd Year]	V	[8T+4T/P]	[2T+2T/P]	[2T/P]	-	[2FP/CE P]	[2T]	-	-	-	-	-	22
	VI	[8T+4T/P]	[2T+2T/P]	[2T/P]	-	[4OJT]	-	-	-	-	-	-	22
UG Degree		44	8	8	4	10	18	8	6	8	4	6	132
Exit Option – Award of UG Degree in Major with 132 Credits or Continue Major & Minor													
6.0/400 [4 th Year]	VII	[6T+4T/P]	[2T+2T/P]	-	-	[4RP]	[4RM][T]	-	-	-	-	-	22
	VIII	[6T+4T/P]	[2T+2T/P]	-	-	[8RP]	-	-	-	-	-	-	22
UG Honors with Research		68	16	8	4	22	22	8	6	8	4	6	176
Four year UG Honors with Research Degree in Major and Minor with 176 credits													

6.0/400 [4 th Year]	VII	[10T+4T/P]	[2T+2T/P]	-	-	-	4 [RM] [T]	-	-	-	-	-	22
	VIII	[10T+4T/P]	[2T+2T/P]	-	-	4[OJT]	-	-	-	-	-	-	22
UG Honors Degree		76	16	8	4	14	22	8	6	8	4	6	176
Four year UG Honors Degree in Major and Minor with 176 credits													

Notes:

1. VSC, FP/OJT/CEP should be related to the Major subject
2. OE is to be chosen compulsorily from faculty other than that of the Major.
3. SEC to be selected from the basket of Skill Courses approved by college.
4. Student has to choose three subjects from the same faculty in First Year and at the start of Second year he has to opt one subject as Major subject and one another subject as Minor subject and the last one subject will be dropped by the student. Therefore, the student after completion of three year will be awarded degree in Major and Minor subject.
5. Student cannot select a subject as major or minor other than the subjects taken in first year
6. Frame each course having even number of credits such as 2 or 4 credit.
7. This UG credit structure is applicable for all the programme across all faculties, except the programmes required approval from apex bodies like AICTE, PCI, BCI, COA, NCTE, etc.

Credit Distribution Structure and Subject Titles

FYBA Economics – Semester I & II

Level/ Difficulty	Semester	Subject DSC-1 (Group A - Languages)	Subject DSC-2 (Group B)	Subject DSC-3 (Group C)	GE / OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100 [1 st Year]	I	-	2 (T) + 2 (P) 1. ECO 101 T Indian Economy-I [2T] 2. ECO 102 P Indian Economy-II [2P]	-	2 (T) OE-101-ECO Indian Economic Policy - I [For Other Faculty]	2 (T) SEC-101- ECO - Tourism Economics	2 (T) Introdu ction to Indian Knowl edge System s (Generi c)	2 (T) Devel oping Comm unicati ve Comp etence in Englis h -I	2 Indian Constitut ion	--	22
	II	-	2 (T) + 2 (P) 1. ECO 151 T Indian Economy-III [2T] 2. ECO 152 P Indian Economy-IV [2P]	--	2 (P) OE-151-ECO Indian Economic Policy - II [For Other Faculty]	2 (T) SEC-151- ECO - Agribusiness	--	2 (T) Devel oping Comm unicati ve Comp etence in Englis h -II	2 Indian Constitut ion	2 NSS/N CC/Oth ers	22

Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

Continue option: Students will select one subject among (subject I, subject II and subject III) as major and another as minor and third subject will be dropped.

- Abbreviations -**
1. ECO – Economics
 2. MJ – Major Subject
 3. MJP - Major Subject Practical
 4. T – Theory
 5. P – Practical
 6. VSC - Vocational Skill Course
 7. IKS – Indian Knowledge System
 8. FP – Field Project
 9. OJT – On Job Training
 10. CEP – Community Engagement and Service / Program
 11. MN – Minor Subject
 12. OE – Open Elective / GE – General Elective
 13. OEP – Open Elective Practical
 14. SEC - Skill Enhancement Course
 15. AEC – Ability Enhancement Course
 16. VEC – Value Education Course
 17. CC - Co-curricular Courses

Examination Pattern:

A] Total 4 Credits - Theory

Total Marks: 100

Scheme of Examination:

- a. Internal Assessment 30 Marks (Minimum Marks 12 for passing)
- b. Semester End Exam 70 Marks (Minimum Marks 28 for passing)
- c. The details of Question Paper Pattern for offline Examination should be mentioned here.

Time (3 Hours), 4 Credit Course, Marks (70)

Q.1 Answer the following questions in one and two sentence each (any 5 out of 8)
10 Marks

Q.2 Answer the following questions in about 100 words (any 2 out of 3) 20 Marks

Q.3 Answer the following questions in about 200 words (any 1 out of 2) 20 Marks

Q.4 Short Note (any 4 out of 6) 20 Marks

B] Total 2 Credits - Theory

Total Marks: 50 Marks

Scheme of Examination:

- a. Internal Assessment 15 Marks (Minimum Marks 6 for passing)
- b. Semester End Exam 35 Marks (Minimum Marks 14 for passing)
- c. The details of Question Paper Pattern for offline Examination should be mentioned here.

Time (2 Hours), 2 Credit Course, Marks (35)

Q.1 Answer the following questions in one and two sentence each (any 4 out of 6)
8 Marks

Q.2 Answer the following questions in about 100 words (any 2 out of 3) 12 Marks

Q.3 Answer the following questions in about 200 words (any 1 out of 2) 10 Marks

Q.4 Short Note (any 1 out of 2) 5 Marks

C] Total 2 Credits - Practical

Total Marks: 50 Marks

Scheme of Examination:

- a. Internal Assessment 15 Marks (Minimum Marks 6 for passing)
- b. Practical Assessment 35 Marks (Minimum Marks 14 for passing)

Suggested internal assessment tools for UG courses:

The concerned teacher shall announce the units for which internal assessment will take place. *Teachers should choose any three tools out of given below for Internal Assessment among that written test is mandatory.*

- i. Library notes
- ii. Students Seminar
- iii. Short Quizzes / MCQ Test
- iv. Home Assignments
- v. Tutorials / Practical
- vi. Oral test
- vii. Research Project
- viii. Group Discussion
- ix. Open Book Test
- x. Study Tour
- xi. Written Test
- xii. PPT presentation
- xiii. Field Visit
- xiv. Industrial Visit
- xv. Viva Voce

Teaching Methodology:

1. Classroom Teaching
2. Guest Lectures
3. Group Discussions
4. Surveys
5. Power Point Presentations
6. Visit to Institutions / Industries
7. Research Papers & Projects
8. E-content
9. ICT tools

Revised Syllabus as per NEP 2020

FYBA - ECONOMICS

SEMESTER - I

- Subject List -

Sr. No.	Subject Type	Subject Code & Title	Credits		
			Theory	Practical	Total
1	Discipline Specific Course	1. ECO 101 T Indian Economy - I	2	-	2
2	Discipline Specific Course	2. ECO 102 P Indian Economy - II	-	2	2
3	Open Elective	OE-101-ECO Indian Economic Policy - I	2	-	2
4	Skill Enhancement Course	SEC-101-ECO Tourism Economics	2	-	2

* 1 Credit = 25 Marks, 1 Credit (Theory) = 15 Hours, 1 Credit (Practical) = 30 Hours

Syllabus

Class: FYBA Economics

Semester: I

Course Type: Discipline Specific Course [DSC]

Course Name: Indian Economy - I

Course Code: ECO-101-T

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble:

The NEP-2020 has adopted holistic and multidisciplinary approach towards undergraduate education. It allows the students the flexibility to combine multidisciplinary subjects by integrating vocational courses. In view of this, the curriculum of Indian Economy has been prepared. It focuses on consistent growth and development of students which help them to understand Challenges faced by Indian Economy. From this point of view, the curriculum of this course aims at imparting the knowledge of Population and Economic development to the students.

Course Outcomes:

After Completing this Course:

1. The Students shall be able to understand nature of Developed and Developing Economies.
2. Learners will understand major issues regarding economic development of India.
3. Ability to compare and contrast Indian Economy with other world economies.
4. After completing the course, the students will be able to appear for various competitive examinations.
5. To familiarize the students with the recent developments in the Indian Economy

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. Introduction to Indian Economy	15
	1.1 - Economy: Meaning and Classification	
	1.2 - Developed and Developing Economies	
	1.3 - Indicators of Developed Economy	
	1.4 - Characteristics of Indian Economy as Developing Economy	
	1.5 - Major issues of Economic Development in India	

2	2. Agriculture, Industry and Service Sector In India	15
	2.1 - Sectoral Structure of an Economy	
	2.2 - Contribution in Economic Development of India: Agriculture, Industry and Service Sector	
	2.3 - Sectoral Distribution of Gross Domestic Product (GDP) and Employment in India	
	2.4 - Interdependence between Agriculture, Industry and Service Sectors	

References –

1. Agrawal A.N., Indian Economy Problems of Development and Planning, New Age International Publishers, New Delhi.
2. Gaurav Datt & Ashwani Mahajan (2022): ‘Indian Economy’ S. Chand Publishing Company Ltd., New Delhi.
3. V.K. Puri, S.K. Misra, ‘Indian Economy’, Himalaya Publishing House, Mumbai. (Latest Edition)
4. Gopal and Suman Bhakri (2013) Indian Economy Performance and Policies. Pearson Publication Delhi.
5. Uma Kapila (2023), Indian Economy: Performance and Policies.
6. Ministry of Finance, Government of India, Economic Survey, 2020
7. Department of Economic Affairs (Government of India).

Website-

1. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NEp/xikgBgNtfA+sgFQAcA==>
2. <https://www.ibef.org/economy>
3. <https://www.worldbank.org/en/country/india/overview>

Syllabus

Class: FYBA Economics

Semester: I

Course Type: Discipline Specific Course [DSC]

Course Name: Indian Economy - II

Course Code: ECO-102-P

No. of Credits: 2 Credits [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble:

The NEP-2020 aims at incorporating the skills regarding vocational higher education. In order to make the students ready for job opportunities, the NEP -2020 assists the students to acquire requisite practical oriented skills. In the competitive era the curriculum must compensate the recent advancements with its pros and cons. From this point of view, the curriculum of course on Indian Economy, aims at imparting the skill-oriented education based on service, industry and agriculture sectors in the economy.

Course outcome -

1. Students will be able to understand the various aspects of Population.
2. The students will be able to acquire the practical knowledge of Occupational Distribution in India
3. The students will understand the challenges before industry, agriculture and Service Sector in India.
4. To help the students to prepare for varied competitive examinations

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. Population in India.	15
	1.1 – Demographic Profile of India 1.1.1 - Size and Growth 1.1.2 - Sex Composition 1.1.3 - Age Composition 1.1.4 - Density of Population 1.1.5 - Rural-Urban Distribution	
	1.2. – Occupational Distribution of Indian Population	
	1.3 – Population as a Human Capital for Economic Development	

PRACTICAL

Unit No.	Practical Contents	Hours
Conduct Any three Practical from Following		
1	1 - Study of Demographic Structure of a Village / Ward / District in respect of. 1.1 – Sex Composition 1.2 – Age Composition 1.3 – Density 1.4 – Literacy Rate 1.5 – Birth and Death Rate 1.6 – Infant Mortality Rate 1.7 – Life Expectancy 1.8 - Per-Capita Income	45

Sr. No.	Practical Exam Pattern	Marks
1.	Internal Assessment - Teachers should choose any three tools out of given above for Internal Assessment	15
2.	Practical Assessment a] Practical work Book – 15 Marks b] Viva Voce / Presentation (Problem Solving / PPT / Poster) – 20 Marks	35
	Total	50

Syllabus

Class: - First Year - For other faculty
(*Science & Technology, Commerce & Management and Inter-Disciplinary Studies*)

Semester: I

Course Type: Open Elective (OE)

Course Name: Indian Economic Policy - I

Course Code: OE-101-ECO

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Course Outcomes:

After Learning this course, the students will be able to-

1. The Students shall be able to understand nature of Developed and Developing Economies.
2. Learners will understand major issues regarding economic development of India.
3. Ability to compare and contrast Indian Economy with other world economies.
4. After completing the course, the students will be able to appear for various competitive examinations.
5. To familiarize the students with the recent developments in the Indian Economy

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. Introduction to Indian Economy	15
	1.1 – Economy: Meaning and Classification	
	1.2 - Developed and Developing Economies	
	1.3 - Indicators of Developed Economy	
	1.4 - Characteristics of Indian Economy as Developing Economy	
	1.5 - Major issues of Economic Development in India	
	1.6 – Monetary and Fiscal Policy in India	
2	2. Agriculture, Industry and Service Sector In India	15
	2.1 – Sectoral Structure of an Economy	
	2.2 – Contribution in Economic Development of India: Agriculture, Industry and Service Sector	

	2.3 – Sectoral Distribution of Gross Domestic Product (GDP) and Employment in India	
	2.4 – Interdependence between Agriculture, Industry and Service Sectors	
	2.5 – New Economic Policy	

References –

1. Agrawal A.N., Indian Economy Problems of Development & Planning, New Age International Publishers, New Delhi.
2. Gaurav Datt & Ashwani Mahajan (2022): ‘Indian Economy’ S. Chand Publishing Company Ltd., New Delhi.
3. V.K. Puri, S.K. Misra, ‘Indian Economy’, Himalaya Publishing House, Mumbai. (Latest Edition)
4. Gopal and Suman Bhakri (2013) Indian Economy Performance and Policies. Pearson Publication Delhi.
5. Uma Kapila (2023), Indian Economy: Performance and Policies.
6. Ministry of Finance, Government of India, Economic Survey, 2020
7. Department of Economic Affairs (Government of India).

Website-

1. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NEp/xikgBgNtfA+sgFQAcA>
2. <https://www.ibef.org/economy>
3. <https://www.worldbank.org/en/country/india/overview>

Syllabus

Class: FYBA Economics

Semester: I

Course Type: Skill Enhancement Course (SEC)

Course Name: Tourism Economics

Course Code: SEC-101-ECO

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Course Outcomes:

After Learning this course, the students will be able to-

- 1) To understand the Role of Tourism in Economic Development
- 2) To understand Various Types of Tourism.
- 3) To understand Various Factors Affecting Tourism Economy.
- 4) To evaluate Socio-Economic Benefits of Tourism.
- 5) To analyse the Trends and Opportunities in Tourism.

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. 1. Introduction to Tourism Economics	15
	1.1 - Tourism – Meaning, Types and Scope	
	1.2 - Tourism and Economic Growth	
	1.3 - Role of Tourism in Economic Development and Local Development	
	1.4 - Factors Affecting Tourism – Global to Local	
	1.5 - Socio-Economic Benefits of Tourism	
2	2. Tourism in India	15
	2.1 - Tourism in India: Nature and Growth	
	2.2 - Tourism and Opportunities in Rural Development	
	2.3 - Tourism and Local Development in India	
	2.4 - Government Policies for Tourism in India	
	2.5 - Government Institutes for Tourism – ITDC and MTDC – Functions and Packages.	

References –

1. Bhatia A. K, (1991), “*International Tourism; Fundamentals and Practices*”. Sterling Publishers Pvt. Ltd. New Delhi.
2. Bhatia A. K, (2012), “*Tourism Development: Principles and Practices*”, Sterling Publishers Pvt. Ltd. New Delhi.
3. Choudhari M. “*Tourism marketing*”, Oxford Higher Education, New Delhi.
4. Jack Randall, (2012), “*Agriculture Tourism*”, Discovery Publishing Pvt. Ltd.
5. Parkar Priya Rajesh, (2021), “*Agritourism: Guide for Beginners*”, Walnut Publication, India
6. “*Agro Tourism- Atithidevo Bhava*”, Agri Tourism Development Corporation
7. Mukhopadhyay Shipra, (2010), “*Tourism Economics*”, Ane Books India.
8. Annual Report, Ministry of Tourism, Government of India.
9. हडवळे मनोज, (2018), “कृषी पर्यटन- एक शेतीपुरक व्यवसाय”, सकाळ मिडिया प्रा. लि., पुणे

Website-

1. <https://agrotourismvishwa.in/government-of-maharashtra-approves-agri-tourism-policy2020/>
2. <https://agrotourismvishwa.in/interview-of-about-agri-tourism/>
3. <https://www.msdhulap.com/maharashtra-agro-tourism-online-registration/>
4. https://tourism.gov.in/sites/default/files/2024-08/MOT%20Annual%20Report_2023-24_English%20Final.pdf
5. <https://itdc.co.in/>
6. <https://www.mtdc.co/en/>

Revised Syllabus as per NEP 2020

FYBA - ECONOMICS SEMESTER - II

- Subject List -

Sr. No.	Subject Type	Subject Code & Title	Credits		
			Theory	Practical	Total
1	Discipline Specific Course	1. ECO-151-T Indian Economy - III	2	-	2
2	Discipline Specific Course	2. ECO-152-P Indian Economy - IV	-	2	2
3	Open Elective	OE-151-ECO Indian Economic Policy-II	-	2	2
4	Skill Enhancement Course	SEC-151-ECO Agribusiness	2	-	2

* 1 Credit = 25 Marks, 1 Credit (Theory) = 15 Hours, 1 Credit (Practical) = 30 Hours

Syllabus

Class: FYBA Economics

Semester: II

Course Type: Discipline Specific Course [DSC]

Course Name: Indian Economy - III

Course Code: ECO-151-T

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble:

The NEP-2020 has adopted holistic and multidisciplinary approach towards undergraduate education. It allows the students the flexibility to combine multidisciplinary subjects by integrating vocational courses. In view of this, the curriculum of Indian Economy has been prepared. It focuses on consistent growth and development of students which help them to understand Challenges faced by Indian Economy. From this point of view, the curriculum of this course aims at imparting the knowledge of Population and Economic development to the students.

Course Outcomes:

After Completing this Course:

1. The Students shall be able to understand nature of Developed and Developing Economies.
2. Learners will understand major issues regarding economic development of India.
3. Students will be able to understand the various aspects of Population.
4. Students will understand the relationship between economic development and occupational distribution.
5. After completing the course, the students will be able to appear for various competitive examinations.
6. Finally, the students will be able to develop analytical and entrepreneurship skills after completing the course.

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. Planning in India	15
	1.1 – Planning: Meaning, Concept, Need and Objectives.	
	1.2 - Objectives, Achievements and Failures of 12 th Five Year Plan	

	1.3 – NITI Aayog- Objectives and Structure	
	1.4 - Role of NITI Aayog	
	1.5 - Difference between Planning Commission and NITI Aayog	
2	2. Economy of Maharashtra	15
	1.1 – Salient Features of Economy of Maharashtra.	
	1.2 – Co-operative Movement – Progress, Problems & Prospectus.	
	1.3 – Role of Co-operative in Economic Development of Maharashtra.	
	1.4 – Regional Imbalance Causes & Preventive Measures.	
	1.5 – Unemployment - Types and Causes	
	1.6 – Water Management concept and utility	

References –

1. Agrawal A.N., Indian Economy Problems of Development and Planning, New Age International Publishers, New Delhi.
2. Gaurav Datt & Ashwani Mahajan (2022): ‘Indian Economy’ S. Chand Publishing Company Ltd., New Delhi.
3. V.K. Puri, S.K. Misra, ‘Indian Economy’, Himalaya Publishing House, Mumbai. (Latest Edition)
4. Gopal and Suman Bhakri (2013) Indian Economy Performance and Policies. Pearson Publication Delhi.
5. Uma Kapila (2023), Indian Economy: Performance and Policies.
6. Ministry of Finance, Government of India, Economic Survey, 2020
7. Department of Economic Affairs (Government of India).

Website-

1. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NEp/xikgBgNtfA+sgFQAcA==>
2. <https://www.ibef.org/economy>
3. <https://www.worldbank.org/en/country/india/overview>
4. <https://www.niti.gov.in/>

Syllabus

Class: FYBA Economics

Semester: II

Course Type: Discipline Specific Course [DSC]

Course Name: Indian Economy - IV

Course Code: ECO-152-P

No. of Credits: 2 Credits [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble:

The NEP-2020 aims at incorporating the skills regarding vocational higher education. In order to make the students ready for job opportunities, the NEP -2020 assists the students to acquire requisite practical oriented skills. In the competitive era the curriculum must compensate the recent advancements with its pros and cons. From this point of view, the curriculum of course on Indian Economy, aims at imparting the skill-oriented education based on service, industry and agriculture sectors in the economy.

Course outcome -

1. The student will be able develop entrepreneurship skills.
2. The students will be able to acquire the practical knowledge of Occupational Distribution in India
3. The students will understand the challenges before industry, agriculture and Service Sector in India.

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. Poverty, Inequality and Unemployment	15
	1.1 – Meaning and Types of Poverty	
	1.2 - Poverty line : Need of Redefining	
	1.3 – Causes of Poverty in India	
	1.4 – Measures to Eradicate Poverty in India	
	1.5 – Unemployment - Types and Causes	
	1.6 – Measures to Reduce of Unemployment	

PRACTICAL

Unit No.	Practical Contents	Hours
Conduct Any three Practical from Following		
1	1. Study of Poverty, Inequality and Unemployment in Village / Ward in respect of. 1.1 – Status of Poverty 1.2 - Status of Poverty line 1.3 - Sectoral Distribution of Employment 1.4 - Measures to Eradicate Poverty 1.5 – Status of Unemployment 1.6 – Status of Wages ; Women and Men Wages 1.7 – Status of Child and Women Development Scheme 1.8 – Status of Government schemes for Education 1.9 – Status of Finance, education and health institutions	45

Sr. No.	Practical Exam Pattern	Marks
1.	Internal Assessment - Teachers should choose any three tools out of given above for Internal Assessment	15
2.	Practical Assessment a] Practical work Book – 15 Marks b] Viva Voce / Presentation (Problem Solving / PPT / Poster) – 20 Marks	35
	Total	50

Syllabus

Class: - First Year - For other faculty
(*Science & Technology, Commerce & Management and Inter-Disciplinary Studies*)

Semester: II

Course Type: Open Elective (OE)

Course Name: Indian Economic Policy - II

Course Code: OE-151-ECO

No. of Credits: 2 Credits [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Course Outcomes:

After Learning this course, the students will be able to-

1. - Understand the Concept of Developed and Developing Economies and Status of Indian Economy.
2. - Discuss and debate the various aspects of Indian Economy.
3. - Understand Population Structure of India.
4. - Evaluate the performance of Indian Economy.
5. - Interpret various issues of Indian Economy.

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. Population in India	15
	1.1 – Demographic Profile of India 1.1.1 Size and Growth 1.1.2 Sex Composition 1.1.3 Age Composition 1.1.4 Density of Population 1.1.5 Rural-Urban Distribution	
	1.2. – Occupational Distribution of Indian Population	
	1.3 – Population as a Human Capital for Economic Development	

	1.4 – Population Control Policy in India	
	1.5 - Poverty 1.5.1 - Meaning and Types of Poverty 1.5.2 - Poverty line : Need of Redefining 1.5.3 - Causes of Poverty in India 1.5.4 - Measures to Eradicate Poverty in India	

PRACTICAL

Unit No.	Practical Contents	Hours
Conduct Any three Practical from Following		
1	1 - Study of Demographic Structure of a Village / Ward in respect of. 1.1 - Sex Composition 1.2 - Age Composition 1.3 - Density 1.4 - Literacy Rate 1.5 - Birth and Death Rate 1.6 - Infant Mortality Rate 1.7 - Life Expectancy 1.8 - Per-Capita Income 1.9 – Status of Poverty 1.10 - Status of Poverty line	45

Sr. No.	Practical Exam Pattern	Marks
1.	Internal Assessment - Teachers should choose any three tools out of given above for Internal Assessment	15
2.	Practical Assessment a] Practical work Book – 15 Marks b] Viva Voce / Presentation (Problem Solving / PPT / Poster) – 20 Marks	35
	Total	50

Syllabus

Class: FYBA Economics

Semester: II

Course Type: Skill Enhancement Course (SEC)

Course Name: Agribusiness

Course Code: SEC-151-ECO

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Course Outcomes:

After Learning this course, the students will be able to-

- 1) To understand the Nature of Agriculture Marketing in India
- 2) To Understand Agriculture Price Policy in India
- 3) To Know Digital Platforms for Agriculture Marketing in India.
- 4) To Analyse the Role of Agro-Processing Businesses in India

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. Agriculture Marketing in India	16
	1.1 - Agriculture Marketing - Meaning and Concept	
	1.2 - Nature of Agriculture Marketing in India	
	1.3 - APMCs, Government Procurement and Export Trading	
	1.4 - Digital Platforms for Agriculture Marketing	
	1.5 Problems of Agriculture Marketing in India	
	1.6 - Agriculture Export Promotion Policies in India	
2	2. Agro-Processing Business	14
	2.1 - Introduction of Agro-Processing Business	
	2.2 - Size and Growth of Agro-Processing Industry in India	
	2.3 - Government Policies to Promote Agro-Processing Business – Farmer Producer Organizations (FPO)	
	2.4 - Success Stories in Agro-Processing Business	

References –

1. S. Reddy, P Raghuram, T.V. Neelkanth Sastry, I. Bhavani Devi, (2021), “*Agriculture Economics*”, CBS Publishers and Distributors.
2. S.S. Acharya & N. L. Agarwal, (2021), “*Agriculture Marketing in India*”, CBS Publishers and Distributors.
3. Shoji Lal Bairwa, Lokesh Kumar Meena, Meera Kumari, (2018), “*Agribusiness Management: Theory and Practice*”, Write and Print Publications.
4. V.T. Raju (2017), “*Economics of Farm Production and Management*”, Oxford & IBH Publishing Pvt. Ltd.
5. Gaurav Datt & Ashwani Mahajan, (2020), “*Indian Economy*”, S. Chand Publications.

Website-

1. <https://naarm.org.in/books/>
2. <https://cacp.da.gov.in/ViewContents.aspx?Input=1&PageId=36&KeyId=0>
3. <https://agmarknet.gov.in/>
4. <https://www.msamb.com/Export/Export>



Savitribai Phule Pune University
(Formerly University of Pune)

Revised Syllabus for FYBA Psychology
[Semester I & II]

Choice Based Credit System Syllabus
NEP-2020

To be implemented from Academic Year 2024-25

INTRODUCTION:

B.A in (Psychology) Program (Pattern 2024/CBCS/NEP2020) / B.Sc. in (Psychology) Program (Pattern 2024/CBCS/NEP2020) will be introduced in the following order:

- a) First Year from 2024-2025
- b) Second Year from 2025-2026
- c) Third Year from 2026-2027
- d) Fourth Year B.A. from 2027-2028 / Fourth Year B.Sc. as per government approval.

Assessment Pattern:

Examination (CIE & SEE) will be held for each semester. Continuous Internal Assessment will have 30% weightage and Semester End Assessment (University Exams) will carry 70% weightage. Internal Assessment tools used for previous Semester should be avoided for the next Semester.

Programme Objectives:

The objectives of a Bachelor of Arts (B.A) / Bachelor of Science (B.Sc.) programme in Psychology offered various behavioural skills as per the National Education Policy [2020] to provide complete knowledge and skills of psychology to the students, to develop theoretical base of the subject with the help of classical and advanced theories, to skill them to apply the knowledge in day-to-day life.

- 1) To develop a strong foundation of advanced psychological theories aligned with the graduation and honours program.
- 2) To help the students to gain the comprehensive understanding of behavioural skills.
- 3) To bridge the gap between Psychology and other social science subjects with interdisciplinary and multidisciplinary nature.
- 4) To create awareness among the students about interrelations between psychology and society.

Savitribai Phule Pune University

F.Y.B.A./ F.Y.B.Sc. Psychology Syllabus

Semester 1

1. PSY-101-T: Foundations of Psychology and Experiments (2T)
2. PSY-102-P: Psychology Practical – 1 (2P)
3. SEC-101-PSY: Art of Effective Communication (2T)
4. VEC-101-PSY: Environmental Psychology (2T)
5. OE-101-PSY: Psychology of Adjustment and Stress (2T)

Semester 2:

1. PSY-151-T: Basics of Psychology and Psychological Testing (2T)
2. PSY-152-P: Psychology Practical – 2 (2P)
3. SEC-151-PSY: Managing Relationship, Conflicts and Stress (2T)
4. VEC-151-PSY: Health, Behaviour and Environment (2T)
5. OE-151-PSY: Psychology of Interpersonal Relationships (2T)

Name of the Programme : B.A./ B.Sc. Psychology

Class : F.Y.B.A./ F.Y.B.Sc.

Semester : I

Course Type : MAJOR MANDATORY THEORY

Course Name : Foundations of Psychology and Experiments

Course Code : PSY-101-T

No. of hours : 30

No. of Credits : 02

Course Outcomes:

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

1. Define and explain Psychology as a science along with its goals.
2. Understand basic concepts of Experimental Psychology.
3. Understand and explain basic concepts of cognitive psychology, i.e. sensation, perception, learning and memory.

Unit 1: Introduction to Psychology (10)

- 1.1 Psychology: Science and Goals, Perspectives of Psychology,
- 1.2 Fields of Psychology
- 1.3 Research methods in Psychology: Observation, Experimental, Survey and Case Study
- 1.4 History and characteristics of experimental psychology

Unit-2: The Experimental Method (10)

- 2.1: Importance of problem in experimentation
- 2.2: Concept of variables and types of variables.
- 2.3: Hypothesis in experimentation.
- 2.4: Experiments and experimental controls.

Unit 3: Basic Cognitive processes (10)

- 3.1 Sensation and Perception, nature of perception, laws of perceptual organization
- 3.2 Learning – Classical and Operant conditioning, observational learning
- 3.3 Memory – processes, information processing model(s)
- 3.4 Forgetting: Theories of forgetting.

READINGS:

- Baron, R. and Misra, G. (2016). Psychology: Indian Subcontinent Edition. Noida: Pearson
Ciccarelli, S. K.; White J. N. Adapted by Misra, G. (2018). Psychology (5th Edition). Noida: Pearson.
Feldman R. S. (2015). Understanding Psychology (12th Ed.) New Delhi : Tata McGraw Hill.

Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). Atkinson & Hilgard's Introduction to psychology. Cengage Learning: New Delhi.

अभ्यंकर, ओक आणि गोलविलकर (२०१४). मानसशास्त्र वर्तनाचे शास्त्र, पिअरसन प्रकाशन.

बच्छाव, बडगुजर आणि शिंदे (२००१). सामान्य मानसशास्त्र स्वयंभू प्रकाशन, नाशिक.

Name of the Programme: B.A./ B.Sc. Psychology

Class : F.Y.B.A./ F.Y.B.Sc.

Semester : I

Course Type : MAJOR MANDATORY THEORY

Course Name : Psychology Practical – 1

Course Code : PSY-102-P

No. of hours : 60

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to

1. Understand the practical applications of psychology.
2. Acquaint how to conduct the experiments and relate their practical applications
3. Acquaint with several data collection methods of psychology.
4. Develop basic skills of report writing in psychology.
5. Evaluate practical implementation of the psychological experiments in real life.

Introduction:

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So, at every level of the curriculum the students should be trained in a skills-oriented manner. The course consists of laboratory and non-laboratory practicals it will be helpful to the students to learn basic research based psychological skills.

Topic No.	Topic Name	Sub Topic	No. of Periods
Component - A			
1	Psychological Experiments	Perform Psychological Experiment & prepare and submit workbook of the same (Any Two) 1. Measurement of Reaction Time 2. Manual/ Finger dexterity 3. Problem Solving (Anagrams) 4. Recall & Recognition (Photographs) 5. Stroop effect (List of words) 6. Knowledge of Result (Line Drawing Task) 7. Goal Setting (Cards) 8. Span of Attention (Self Prepared Task) 9. Maze Learning 10. Method of Average Error	30

Components - B (Select any Two of the following)			
1	Interview	Interview of any 3 individuals in the campus example: Office bearers, Staff, Non-teaching staff, Shop keeper) to understand their behaviour at workplace. Prepare and submit the detailed report of the same.	15
2	Behavioural Observation & Analysis	Observe and analyse any three individuals' behaviour and prepare and submit the detailed behavioural analysis report of the same as directed by your subject teacher.	15
3	Field Visit	Identify any clinic/counselling centre/NGO etc., in nearby location which is providing mental health related services. Visit such place, prepare and submit the detailed report of the same.	15
4	Survey	Identify some mental health related key issues in surrounding and prepare and submit the survey-based report with possible solutions.	15

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. There will be demonstration and conduction of practicals based on psychological experiments.
3. Under the guidance of subject teacher students will conduct the field visit/ experiments/ survey interview/ behavioural observation & analysis
4. Students will prepare the workbook of component A and reports for the component B.

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

- Internal Exam (15 Marks) + University Practical Exam (35Marks) = 50 Marks.

a) For Internal Examination

- i) Workbook - 10 Marks
- ii) Viva - 05 Marks

Assessment of the student:

The Assessment structure of Final Semester End University Examination of 35 Marks as follows.

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination.
3. Students will prepare two reports based on component B
4. At the time of examination students have to write the introduction and application of any one of the experiment allotted by the examiners.

Sr. No	Seat No	Assessment of Report 1 Based on Component B 8 Marks				Assessment of Report 2 Based on Component B 7 Marks				Viva 10 Marks				Report Writing (Ext) 10 Marks	Total 35 Marks
		Int	Ext	Total	Average	Int	Ext	Total	Average	Int	Ext	Total	Average		
1															
2															
3															
4															
5															
6															
7															
8															

REFERENCE BOOKS

- D Amato (2004). Experimental Psychology: Methodology, Psychophysics and Learning
- Rajamanikam, M. (2005). Experimental Psychology: with Advanced Experiments. Vol 1 & 2. Concept Publishing Company, New Delhi.
- Myers, A. and Hansen. (2002). Experimental Psychology. Wadsworth.
- Postman, L. and Eagan, J. P. (1949). Experimental Psychology- An Introduction. Kalyani Publication.
- Tiwari Govind and Pal Roma (1985). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir, Agra

Format of the Report Writing

Name of the NGO/ Rehabilitation Centre etc.,

- **Brief information about the Centre**

- **Objectives of the visit**

- **Observations made**

- **Outcomes**

- **Photographs**

Practical Knowledge of Result (Line Drawing Task)

Introduction:

Think back to the day you received your school examination results. The school administration announced the outcomes, and you learned your percentage or grade. Upon seeing your score, you likely set a goal for a higher percentage in the following year and worked towards it. This improvement in performance occurred because you received knowledge of your previous academic year's results. However, in many life experiences, we don't receive such clear Knowledge of Results (KoR), and consequently, no improvement in performance is observed.

The American Psychological Association defines Knowledge of Results as verbalized information about the outcome of a response in relation to a goal.

Edward L. Thorndike proposed the Law of Effect, which states that if a response produces a satisfying outcome (or a positive reinforcer), an association is formed between the response and the stimuli. Thorndike also suggested that the presentation of an aversive consequence serves to weaken the association between stimuli and response.

Building on the effects of success and failure is the influence that knowledge of results exerts on learning performance. If a subject is kept informed of their progress—for example, if they are given their score on successive trials—their learning is faster and more effective than if they are kept ignorant of the results throughout the practice period. Knowledge of results likely serves a dual purpose:

1. It acts as a 'reward' and 'punishment,' especially in relation to the goals the subject sets for them.
2. It guides the learner's efforts, enabling them to evaluate the efficiency of their approach to the problem based on the results they achieve.

Objective:

To study the effect of knowledge of results on the performance of the subject.

Hypothesis:

Knowledge of results improves performance of the subject on a given task.

Method:

Variables :

Independent Variable : Conditions of knowledge of Result

Dependent Variable : Performance of drawing lines across the conditions

About Subject:

The brief description of the subject is given below

Name of the Subject			
Age	_____	Sex	Male/Female
	years		
Edu. Qualification			

Any Other	
------------------	--

Material:

- (i) Pre arranged data sheet on which two points 10 cm apart marked with help of scale
- (ii) 30 cm scale
- (iii) pencil
- (iv) blind fold etc.

Rapport : The subject is called in the psychology laboratory. Brief introduction of the subject i.e. name, age, sex, education etc. is asked. Some information discussed with the subject to make comfortable with the situation. The subject is also introduced with the concept of motivation, reward, punishment etc.

Once the subject is observed to be comfortable, the consent has been taken from him/her.

Consent : This is simple experiment, are you ready to appear for this ?.

After taking consent the following instructions have been given to the subject.

Instruction: ‘This is simple experiment. I am sure you will enjoy this. In this experiment you have to do the simple tasks i.e. to draw a 10 cm length line. In this experiment, one blank page will kept on table before you. A pencil will be given in your hand. For every trial I will keep your hand at specific point and you will be asked to draw a 10 cm length line from left to right direction. While drawing straight line you have to take a support of the scale. This experiment will be conducted into three phases. Phase wise separate instructions will be given to you.

Phase One – In this section you have to draw a 10 cm length line each for 10 trials. In this phase I cannot give you any type of knowledge about your performance.

Phase II – In this section you have to draw a 10 cm length line each for 10 trials. In this phase I will give you partial knowledge about your work, whether the drawn line is shorter or longer than the expected.

Phase III- In this section you have to draw a 10 cm length line each for 10 trials. In this phase I will give you knowledge of exact length of the line.

Precautions:

- (i) The eyes should be closed with the blind folds for entire trials.
- (ii) It is seen to be that the subject does not use any clue.
- (iii) Phase wise specific knowledge of result will be given.

Observation Sheet:

The length of the line drawn for each trial will be measured and reported on pre-arranged data sheet.

Without KoR		Partial KoR		Exact KoR	
Trial	Length in cm	Trial	Length in cm	Trial	Length in cm
01		01		01	
02		02		02	
03		03		03	
04		04		04	
05		05		05	
06		06		06	

07		07		07	
08		08		08	
09		09		09	
10		10		10	
Average (sum observations/ no of observations)		Average (sum observations/ no of observations)		Average (sum observations/ no of observations)	
Error (Average- Expected)		Error (Average- Expected)		Error (Average- Expected)	

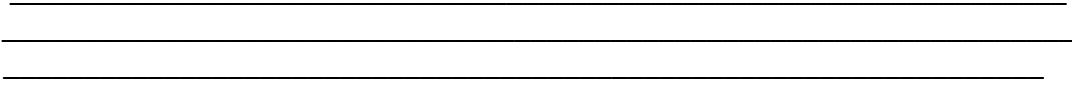
Treatment of Result:

- (i) Measure the length of line for each trial.
- (ii) Phase wise average of length of line will be calculated.
- (iii) The average error will be calculated. The difference between average length and expected length will be calculated.

Introspective Report :

Discussion:

Conclusion:



प्रात्यक्षिक परिणामांचे ज्ञान

प्रस्तावना:

शाळेत असताना निकालाचा दिवस आठवून पहा. शाळा प्रशासनाने निकाल जाहीर केला आणि तुम्हाला तुमचे गुण (टक्केवारी किंवा श्रेणी) कळले. गुण पाहून, तुम्ही पुढील वर्षासाठी जास्त टक्के मिळविण्याचे लक्ष्य ठेवले असेल आणि त्यासाठी प्रयत्न देखील केले असतील. पुढील वर्षी कामगिरीत झालेली सुधारणा हा सुधार मागील शैक्षणिक वर्षाच्या निकालांची माहिती मिळाल्यामुळे झाला. तथापि, जीवनातील अनेक अनुभवांमध्ये, आपल्याला अशी स्पष्ट निकालांची माहिती मिळत नाही, आणि परिणामी, कामगिरीत कोणताही सुधार दिसून येत नाही.

अमेरिकन सायकॉलॉजिकल असोसिएशनने निकालांची माहिती (Knowledge of Results) ची व्याख्या अशी केली आहे की ते एखाद्या लक्ष्याच्या संदर्भात प्रतिसादाच्या परिणामांबद्दलची शब्दांत व्यक्त केलेली माहिती आहे.

एडवर्ड एल. थॉर्नडाइक यांनी प्रभावाचा नियम (Law of Effect) मांडला, यात त्यांनी असे म्हटले आहे की, उद्दिपकाला अनुलक्षून समाधानकारक प्रतिक्रिया निर्माण झाल्यास ती प्रतिक्रिया 'उद्दीपक आणि प्रतिक्रिया' यांमधील संबंध घनिष्ठता आणते. याउलट उद्दिपकाला अनुलक्षून असमाधानकारक प्रतिक्रिया निर्माण झाल्यास ती प्रतिक्रिया उद्दीपक आणि प्रतिक्रिया यांमधील संबंध कमकुवत करते.

यश आणि अपयशाच्या परिणामांवर आधारित, निकालांच्या माहितीचा शिक्षण कामगिरीवर प्रभाव पडतो. जर एखाद्या व्यक्तीला त्यांच्या प्रगतीची माहिती दिली जात असेल - उदाहरणार्थ, जर त्यांना सलग प्रयत्नांमधील गुण दिले जात असतील - तर त्यांचे शिक्षण संपूर्ण सराव कालावधीत निकालांपासून अज्ञात ठेवण्यापेक्षा जलद आणि अधिक प्रभावी होते. निकालांची माहिती कदाचित दुहेरी उद्देश साधते:

१. ते व्यक्तीने स्वतःसाठी ठरवलेल्या लक्ष्यांच्या संदर्भात विशेषतः 'बक्षीस' आणि 'शिक्षा' म्हणून कार्य करते.

२. ते शिकणाऱ्याच्या प्रयत्नांना मार्गदर्शन करते, त्यांना मिळालेल्या निकालांच्या आधारे समस्येवरील त्यांच्या दृष्टिकोनाची कार्यक्षमता मूल्यांकन करण्यास सक्षम करते.

उद्दिष्ट्यः

परिणामांच्या ज्ञानाचा प्रयुक्ताच्या निर्वर्तनावर होणारा परिणाम अभ्यासणे.

अभ्युपगमः

प्रयुक्ताने केलेल्या कार्यावरील परिणामांचे ज्ञान त्याला दिल्यास निर्वर्तनात सुधार दिसून येतो.

पद्धती :

परिवर्तक :

स्वतंत्र परिवर्तक : परिणामांचे ज्ञान विषयीच्या स्थिती

परतंत्र परिवर्तक : विविध स्थितींमध्ये रेषा ओढणे

प्रयुक्त बदल:

प्रयुक्त बदल थोडक्यात माहिती

प्रयुक्ताचे नाव		
वय	_____ वर्षे	लिंग : पुरुष/ स्त्री
शैक्षणिक पात्रता		
इतर माहिती		

साहित्य:

(i) स्केलच्या मदतीने 10 सेंटीमीटर अंतरावर दोन बिंदू चिन्हांकित केलेला आधीच तयार केलेला डेटा शीट (ii) 30 सेंटीमीटर स्केल (iii) पेन्सिल (iv) डोळ्यांवर बांधायचे कापड इत्यादी

सहसंबंध विकसित करणे : प्रयुक्ताला मानसशास्त्र प्रयोगशाळेत बोलावले गेले .प्रयुक्ताचा संक्षिप्त परिचय म्हणजे नाव, वय, लिंग, शिक्षण इत्यादी विचारले गेले .प्रयुक्ताला प्राप्त परिस्थितीशी जुळवून घेण्याकरिता त्याच्याशी काही जुजबी गोष्टींशी चर्चा करण्यात आली. यासोबतच प्रयुक्ताला प्रेरणा, बक्षीस, शिक्षा इत्यादी मानसशास्त्रीय संकल्पनांची देखील ओळख करून देण्यात आली.

प्रयुक्त प्रयोग शाळेतील वातावरणात स्वस्थ असल्याचे लक्षात आल्यावर त्याची प्रयोग करण्याविषयी सहमती घेण्यात आली.

प्रयुक्ताची सहमती : हा एक साधा प्रयोग आहे, तुम्ही यासाठी तयार आहात का? संमती घेतल्यानंतर विषयाला खालील सूचना देण्यात आल्या.

सूचना : 'हा एक साधा प्रयोग आहे. मला खात्री आहे की तुम्हाला हा आवडेल. या प्रयोगात तुम्हाला साधी कामे करावी लागतील म्हणजे १० सेंमी लांबीची रेषा काढणे. या प्रयोगात, तुमच्यासमोर टेबलावर एक कोरा कागद ठेवला जाईल. तुमच्या हातात एक पेन्सिल दिली जाईल. प्रत्येक प्रयत्नासाठी मी तुमचा हात एका विशिष्ट बिंदूवर ठेवेन आणि तुम्हाला डावीकडून उजवीकडे १० सेंमी लांबीची रेषा काढायला सांगितले जाईल. सरळ रेषा काढताना तुम्हाला स्केलचा आधार घ्यावा लागेल. हा प्रयोग तीन टप्प्यांमध्ये केला जाईल. टप्प्यानुसार तुम्हाला वेगळ्या सूचना दिल्या जातील.

टप्पा एक - या विभागात तुम्हाला १० प्रयत्नांसाठी प्रत्येकी १० सेंमी लांबीची रेषा काढावी लागेल. या टप्प्यात मी तुम्हाला तुमच्या कामगिरीबद्दल कोणतीही माहिती देऊ शकणार नाही.

टप्पा दोन - या विभागात तुम्हाला १० प्रयत्नांसाठी प्रत्येकी १० सेंमी लांबीची रेषा काढावी लागेल. या टप्प्यात मी तुम्हाला तुमच्या कामाबद्दल अंशतः माहिती देईन, काढलेली रेषा अपेक्षित लांबीपेक्षा लहान आहे की मोठी आहे.

टप्पा तीन - या विभागात तुम्हाला १० प्रयत्नांसाठी प्रत्येकी १० सेंमी लांबीची रेषा काढावी लागेल. या टप्प्यात मी तुम्हाला रेषेच्या नेमक्या लांबीची माहिती देईन.

दक्षता :

- (i) संपूर्ण चाचण्यांदरम्यान डोळे डोळ्यांवरील पट्टीने बंद ठेवले पाहिजेत.
- (ii) असे दिसून येते की विषय कोणताही संकेत वापरत नाही.
- (iii) टप्प्याटप्प्याने विशिष्ट निकालाची माहिती दिली जाईल.

निरीक्षण तक्ता :

प्रत्येक प्रयत्नासाठी काढलेल्या रेषेची लांबी मोजली जाईल आणि पूर्व निर्धारित डेटा शीटवर-
नोंदवली जाईल

परिणामांचे ज्ञान नाही		अंशतः परिणामांचे ज्ञान		नेमके परिणामांचे ज्ञान	
प्रयत्न	रेषेची लांबी	प्रयत्न	रेषेची लांबी	प्रयत्न	रेषेची लांबी
०१		०१		०१	
०२		०२		०२	
०३		०३		०३	
०४		०४		०४	
०५		०५		०५	
०६		०६		०६	
०७		०७		०७	
०८		०८		०८	
०९		०९		०९	
१०		१०		१०	
सरासरी (निरीक्षणांची बेरीज भागिले प्रयत्नांची संख्या)		सरासरी (निरीक्षणांची बेरीज भागिले प्रयत्नांची संख्या)		सरासरी (निरीक्षणांची बेरीज भागिले प्रयत्नांची संख्या)	
प्रमाद (सरासरी- अपेक्षित)		प्रमाद (सरासरी- अपेक्षित)		प्रमाद (सरासरी- अपेक्षित)	

निकालांचे विश्लेषण:

- (i) प्रत्येक प्रयोगासाठी रेषेची लांबी मोजली जाईल.
- (ii) प्रत्येक टप्प्यातील रेषेच्या लांबींची सरासरी काढली जाईल.
- (iii) सरासरी काढण्यातील प्रमाद मोजण्यात येईल (सरासरी लांबी आणि अपेक्षित लांबी यांच्यातील फरक काढला जाईल).

प्रयुक्ताचे आत्मनिवेदन :

Name of the Programme : B.A. Psychology
Program Code :
Class : F.Y.B.A.
Semester : I
Course Type : SKILL ENHANCEMENT COURSE (SEC)
Course Name : **Art of Effective Communication**
Course Code : SEC – 101 – PSY
No. of hours : 30
No. of Credits : 02

Course objectives:

The course will cover knowledge about:

1. Principles of verbal, non-verbal and emotional communications
2. Uses of different channels of nonverbal communication
3. Process and barriers in listening and styles of effective listening
4. Goals and strategies for impression formation and impression management

Course outcomes:

At the end of this course, students will be able to:

1. Describe and use principles of verbal, non-verbal and emotional communications
2. Demonstrate the uses of different channels of nonverbal communication
3. Demonstrate use of effective verbal message and emotional competence
4. Apply the strategies for impression formation and impression management

UNIT 1: FOUNDATION OF INTERPERSONAL COMMUNICATION [15]

- 1.1 The Nature and Elements of Interpersonal Communication
- 1.2 Principles of Communication: Verbal message and Non-verbal message, Emotional Messages
- 1.3 Channels of Nonverbal Communication
- 1.4 Barriers of Communication

UNIT 2: ART OF EFFECTIVE COMMUNICATION [15]

- 2.1 Perception in Interpersonal Communication
- 2.2 Listening: Process, Barriers and Styles of Effective Listening
- 2.3 Guidelines for Using Verbal Messages Effectively & Emotional Competence
- 2.4 Impression Formation & Impression Management: Goals and Strategies

Book for References:

1. DeVito, J. A. (2016). The Interpersonal Communication Book (14th Ed). New York: Pearson Education Limited.

2. Barker, A. (2010). Improve your Communication Skills. New Delhi: Kogan Page Limited.
3. Hayes, J. (2002). INTERPERSONAL SKILLS AT WORK, USA, Routledge.
4. Mitra, B.K. (2016). Personality Development and Soft Skills (2nd Ed). New Delhi: Oxford University Press.
5. तडसरे, तंबाके, पाटील, आणि दरेकर (2003). सामाजिक मानसशास्त्र. कोल्हापूर: फडके प्रकाशन.

Name of the Programme : B.A./ B.Sc. Psychology

Class : F.Y.B.A./ F.Y. B.Sc.

Semester : I

Course Type : VALUE EDUCATION COURSE (VEC)

Course Name : Environmental Psychology

Course Code : VEC – 101 – PSY

No. of hours : 30

No. of Credits : 02

Course outcomes:

At the end of this course, students will be able to:

1. Explain the effects of noise on mental health and social behaviour.
2. Describe the impact of natural disasters and air pollution on psychological health.

Unit 1: ENVIRONMENT PSYCHOLOGY (15)

- 1.1 Definition, Nature and Characteristics of Environment Psychology
- 1.2. What is Noise? Source of Noise, Effects of Noise on Mental Health.
- 1.3 Noise and Social Behaviour

Unit-II CLIMATE, DISASTER, POLLUTION AND BEHAVIOUR (15)

- 2.1 Climate Change and Behaviour.
- 2.2 Natural Disaster and Its Psychological Effects
- 2.3 Air Pollution and its Effects on Health and Social Behaviour

READINGS

Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). Environmental Psychology. 5th Edition. Routledge, Taylor & Francis Group.

Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.

Stokols, D., & Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.

Swain, S. (2010). Applied Psychology: India – specific and Cross – cultural approaches. New Vishal Publications.

Linda. S., & Judith I, M.de.Groot (2018) Environmental psychology: An introduction 2nd Edition Wiley-Blackwell

Name of the Programme : B.A./ B.Sc. Psychology

Program Code :

Class : F.Y.B.A./ F.Y. B.Sc.

Semester : I

Course Type : OPEN ELECTIVE (OE)

Course Name : Psychology of Adjustment and Stress

Course Code : OE – 101 – PSY

No. of hours : 30

No. of Credits : 02

Course outcomes:

At the end of this course, students will be able to:

5. Describe determinants of adjustment and perception towards change.
6. Discuss the different types of stress and responses to it.
7. Differentiate ways of coping with stressors in modern life.

Unit 1: Introduction To Psychology, Adjustment And Stress [15]

- 1.1 Psychology: Definition, Nature, Scope and Goals
- 1.2 Adjustment: Definition, Determining Adjustment in Individuals
- 1.3 Perception of Change: Positive and Negative Change Events, Planned and Unplanned Change,
- 1.4 Stress: Meaning and Nature; Types of stress (Frustration, Conflict, Change, Pressure); Responses to Stress: Emotional, Physiological, Behavioural Responses

Unit 2: Coping With Stress [15]

- 2.1 Common Coping Patterns: Giving Up, Striking Out at Others, Indulging Yourself, Blaming Yourself, Using Defensive Coping
- 2.2 Appraisal-Focused Constructive Coping: Ellis's Rational Thinking, Humor, and Positive Reinterpretation
- 2.3 Problem-Focused Constructive Coping: Using Systematic Problem Solving, Seeking Help, Using Time More Effectively, and Improving Self-Control
- 2.4 Emotion-Focused Constructive Coping: Enhancing Emotional Intelligence, Releasing Pent-Up Emotions, Managing Hostility and Forgiving Others, Meditating, and Using Relaxation Procedures

READINGS

Weiten, W.; Dunn, D. S. & Hammer, E. Y. (2018). Psychology applied to modern life: Adjustment in the 21st century (12th Ed.). Canada: Cengage Learning.

Moritsugu, J., Vera, E.M., Jacobs, J.H. & Kennedy, M. (2017). Psychology of Adjustment: The Search for Meaningful Balance. New Delhi: Sage Publications, Inc.

Ciccarelli, S. K., White, J. N., & Mishra, G. (2018). Psychology (5th Ed. Indian Adaptation). Pearson India Education Services Pvt. Ltd.

Feldman, S. R. (2021). Essentials of understanding psychology (14th Ed.) Mc Graw Hill.

Ogden, J. (2017). Health psychology: A textbook (4th ed.). McGraw Hill Education.

Taylor, S. E. (2018). Health Psychology (10th ed). McGraw Hill Higher Education. Indian Edition

Name of the Programme : B.A./ B.Sc. Psychology

Class : F.Y.B.A./ F.Y.B.Sc.

Semester : II

Course Type : MAJOR MANDATORY THEORY

Course Name : Basics of Psychology and Psychological Testing

Course Code : PSY 151 MJ

No. of hours : 30

No. of Credits : 02

Course Outcomes:

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

1. Understand basic concepts of Psychological Testing.
2. Understand and explain basic concepts of cognitive psychology, i.e. sensation, perception, learning and memory.

Unit 1: Motivation and Emotion

(10)

- 1.1 Motivation: Definition and Maslow's Hierarchy
- 1.2 Types of Motivation: Physiological and Social
- 1.3 Emotion: Definition and Basic Emotions, Importance of Emotion
- 1.4 Emotional Intelligence: Definition and Components

Unit 2: Personality

(10)

- 2.1 Personality: Definition, Nature and Misconceptions
- 2.2 Theories of Personality: Freud's Psychoanalytical Theory
- 2.3 Trait theory of Personality: Allport, Cattell Big-5 Model
- 2.4 Measurement of Personality: Interviews, Self-Report Questionnaires, Projective techniques

Unit 3: Introduction to Psychological Testing

(10)

- 3.1 Psychological Test: Meaning
- 3.2 Characteristics of a Good test: defining norms, reliability and validity.
- 3.3 Uses of Psychological Tests.
- 3.4 Ethical issues in psychological testing.

READINGS

Baron, R. and Misra, G. (2016). Psychology: Indian Subcontinent Edition. Noida: Pearson
Ciccarelli, S. K.; White J. N. Adapted by Misra, G. (2018). Psychology (5th Edition). Noida:
Pearson.

Feldman R. S. (2015). Understanding Psychology (12th Ed.) New Delhi : Tata McGraw Hill.

Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). Atkinson & Hilgard's Introduction to psychology. Cengage Learning: New Delhi.

अभ्यंकर, ओक आणि गोलविलकर (२०१४). मानसशास्त्र वर्तनाचे शास्त्र, पिअरसन प्रकाशन.

बच्छाव, बडगुजर आणि शिंदे (२००१). सामान्य मानसशास्त्र स्वयंभू प्रकाशन, नाशिक.

Name of the Programme: B.A./ B.Sc. Psychology

Class : F.Y.B.A./ F.Y.B.Sc.

Semester : II

Course Type : MAJOR MANDATORY THEORY

Course Name : Psychology Practicals – 2

Course Code : PSY 252 MJ

No. of hours : 60

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to

1. Understand the practical applications of psychology.
2. Acquaint how to conduct the tests and relate their practical applications
3. Acquaint with several data collection methods of psychology.
4. Develop basic skills of report writing in psychology.
5. Evaluate practical implementation of the psychological testing in real life.

Introduction:

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So at every level of the curriculum the students should be trained in a skills oriented manner. The course consists of laboratory and non-laboratory practicals it will be helpful to the students to learn basic research based psychological skills.

Topic No.	Topic Name	Sub Topic	No. of Periods
Component - A			
1	Psychological Tests	Perform Psychological Tests & prepare and submit workbook of the same (Any Two) 1. Personality Test 2. Stress Assessment 3. Interest Test 4. Adjustment Test 5. Motivation Scale 6. Emotional Intelligence 7. Self-efficacy Scale	30

Components - B (Select any Two of the following)			
1	Assessment of Memory Improvement techniques	Prepare and submit a detailed report on Use of Memory improvement techniques for 9 th to 12 th std students.	15
2	Behavioural Observation & Analysis	Interaction with any 3 senior citizens to understand their challenges in forgetting. Prepare and submit a detailed report of the same.	15
3	Field Visit	Field visit to Special school/Rehabilitation centre/old age homes etc., in nearby location which is providing mental health related services. Visit such place, prepare and submit the detailed report of the same.	15
4	Movie Analysis	Select any Psychological theme based movie (suggest by your mentor) critically analyze that movie and movie character in such a way so that student can relate the syllabus in a more interesting manner. prepare and submit a detailed psychological review report of the same.	15

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. There will be demonstration and conduction of practicals based on psychological tests.
3. Under the guidance of subject teacher students will conduct the field visit/tests/movie analysis assessment of memory improvement techniques/behavioural observation & analysis
4. Students will prepare the workbook of component A and reports for the component B.

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

- Internal Exam (15 Marks) + University Practical Exam (35 Marks) = 50 Marks.
- a) For Internal Examination
- i) Workbook - 10 Marks
 - ii) Viva - 05 Marks

Assessment of the student:

The Assessment structure of Final Semester End University Examination of 70 Marks as follows.

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination
3. Students will prepare two reports based on component B
4. At the time of examination students have to write the introduction and application of any one of the test allotted by the examiners.

Sr. No	Seat No	Assessment of Report 1 Based on Component B 8 Marks				Assessment of Report 2 Based on Component B 7 Marks				Viva 10 Marks				Report Writing (Ext) 10 Marks	Total 35 Marks
		Int	Ext	Total	Average	Int	Ext	Total	Average	Int	Ext	Total	Average		
1															
2															
3															
4															
5															
6															
7															
8															

REFERENCE BOOKS

- Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.

Format of the Report Writing

- **Name of the NGO/ Rehabilitation Centre etc.,**

- **Brief information about the Centre**

- **Objectives of the visit**

- **Observations made**

- **Outcomes**

- **Photographs**

Name of the Programme : B.A. Psychology

Program Code :

Class : F.Y.B.A.

Semester : II

Course Type : SKILL ENHANCEMENT COURSE (SEC)

Course Name : **Managing Relationship, Conflicts and Stress**

Course Code : SEC – 151 – PSY

No. of hours : 30

No. of Credits : 02

Course objectives:

The course will cover knowledge about:

1. The stages of relationship and relationship communication
2. Characteristics, types, needs and communications in friendship, love and family relationships
3. Principles and strategies for conflict management
4. Nature, types and consequences of stress

Course outcomes:

At the end of this course, students will be able to:

- 1) Describe the characteristics, types, needs and communications in friendship and love relationship
- 2) Explain characteristics, types, needs and communications in family relationship
- 3) Demonstrate use of conflict management strategies
- 4) Apply healthy coping strategies for effective management of stress and its consequences

UNIT 1: MANAGEMENT OF INTERPERSONAL RELATIONSHIP

- 1.1 Relationship Stages and Relationship Communication
- 1.2 Interpersonal Relationship Types: Friendship
- 1.3 Interpersonal Relationship Types: Love
- 1.4 Interpersonal Relationship Types: Family

UNIT 2: CONFLICT AND STRESS MANAGEMENT

- 2.1 Interpersonal Conflict: Preliminaries and Principles
- 2.2 Conflict Management Strategies
- 2.3 Stress: Nature and Types
- 2.4 Effect of Stress and Management of Stress

Book for References:

- 1) DeVito, J. A. (2016). *The Interpersonal Communication Book* (14th Ed). New York: Pearson Education Limited.
- 2) Weiten, W.; Dunn, D. S. & Hammer, E. Y. (2018). *Psychology applied to modern life: Adjustment in the 21st century* (12th Ed.). Canada: Cengage Learning.

Name of the Programme : B.A./ B.Sc. Psychology

Class : F.Y.B.A./ F.Y. B.Sc.

Semester : II

Course Type : VALUE EDUCATION COURSE (VEC)

Course Name : Health, Behaviour And Environment

Course Code : VEC – 151 – PSY

No. of hours : 30

No. of Credits : 02

Course outcomes:

At the end of this course, students will be able to:

1. Explain the effects of crowding on mental health and social behaviour.
2. Describe the impact of temperature and environmental stress on health.

Unit-I CROWDING AND HEALTH

(Lectures 15)

- 1.1 Crowding – Definition, Effects of Crowding,
- 1.2 Eliminating the Causes and Effects of Crowding.
- 1.3 Effects of Urban Life on the City Dweller.

Unit-II ENVIRONMENTAL IMPACT ON BEHAVIOUR

(Lectures 15)

- 2.1 Cold Temperature and Health
- 2.2 Heat and Behaviour
- 2.3 Effects of Environmental Stress in Life

References:

Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). *Environmental Psychology*. 5th Edition. Routledge, Taylor & Francis Group.

Jain, U. (1987). *The Psychological Consequences of Crowding*. New Delhi: Sage.

Stokols, D., & Atmann, I. (Eds) (1987). *Handbook of Environmental Psychology*. New York: Wiley.

Swain, S. (2010). *Applied Psychology: India – specific and Cross – cultural approaches*. New Vishal Publications.

Bell, P A, J D Fisher, Loomis R J. 1978. *Environmental Psychology*. Philadelphia: W.E. Saunders Co.

Name of the Programme : B.A./ B.Sc. Psychology

Class : F.Y.B.A./ F.Y. B.Sc.

Semester : II

Course Type : OPEN ELECTIVE (OE)

Course Name : Psychology of Interpersonal Relationships

Course Code : OE – 151 – PSY

No. of hours : 30

No. of Credits : 02

Course outcomes:

At the end of this course, students will be able to:

1. Explain the determinants of attraction and relationship development.
2. Discuss psychological aspects of friendship and romantic love
3. Discuss the marital adjustment across the Family Life Cycle and vulnerable areas
 1. in marital adjustment
4. Describe the factors affecting decision for marriage and alternatives to marriage

Unit 1: FRIENDSHIP AND LOVE [15]

- 1.1 Perspectives on Close Relationships, Initial Attraction and Relationship Development
- 1.2 Friendship: What Makes a Good Friend? Gender Differences in Friendship
- 1.3 Romantic Love: Sexual Orientation and Love, Gender Differences Regarding Love, Theories of Love
- 1.4 Loneliness & overcoming Loneliness

Unit 2: MARRIAGE AND INTIMATE RELATIONSHIPS [15]

- 2.1 Marriage: The Motivation to Marry, Selecting a Mate, Predictors of Marital Success
- 2.2 Marital Adjustment across the Family Life Cycle
- 2.3 Vulnerable Areas in Marital Adjustment
- 2.4 Intimate Violence and Divorce

READINGS

- Weiten, W.; Dunn, D. S. and Hammer, E. Y. (2018). Psychology applied to modern life: Adjustment in the 21st century (12th Ed.). Cengage Learning, Canada.
- Baron, R. A., Branscombe, N. R., and Byrne, D. Bhardwaj, Gopa. (2008). Social Psychology. (12th Ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009.

Gruman, J.A., Schneider, F.W. & Coutts, L.M. (2017). *Applied Social Psychology: Understand and Addressing Social and Practical Problems* (3rd Ed.). New Delhi: Sage Publication, Inc.

Steg, L., Buunk, A. P. & Rothegetter, T. (2008). *Applied Social Psychology: Understanding and Managing Social Problems*. New York: Cambridge University Press.

U.G. History- Year-I, Sem- I Syllabus [Level 4.5]			
Course Type	Indian Knowledge System (IKS)	Credits-2 (Theory)	Weeks-15 Hours-30
IKS 101HIS	History of Knowledge Production in India (Generic)	Int. Marks 15	Ext.Marks 35

Course Objectives:

1. To understand the nature of knowledge.
2. To understand the evolution of the scientific approach in the Indian subcontinent.
3. To study contributions made by different people to the various branches of knowledge before modernity evolved in India.

Course Outcomes:

1. The concept of the ancient intellectual knowledge tradition will be understood.
2. Developments in science from ancient times will be introduced.
3. Information about human development will be understood.

Unit 1. Introduction to Indian Knowledge System 06

- a. Definition, Scope and importance of knowledge
- b. nature of Indian Knowledge System
- c. Evolution of scientific approach

Unit 2. Development of Sciences 12

- a. Astronomy- Aryabhatta, Varahamihira, Sawai Jaisingh
- b. Medicine- Ayurveda and Yunani
- c. Metallurgy- Copper, Iron, Bronze & alloys

Unit 3. Development of Humanities 12

- a. Language - Prakrit, Sanskrit, Farsee
- b. Philosophy- Vedic, Lokayat, Buddhist, Jaina
- c. Education system in ancient India – Takshashila, Nalanda, Valabhi University
- d. Architecture

Reference:

English:

1. Abdur Rahman, *Science and Technology in Medieval India: A Bibliography of Source Materials in Sanskrit, Arabic, and Persian*, Indian National Science Academy, New Delhi, 1982.
2. Chattopadhyaya, Debiprasad, *History of science and technology in ancient India: the beginnings*, Firma KLM Pvt. Ltd. 1986.
3. Dasgupta Surendranath, *A History of Indian Philosophy*, Cambridge University press, 1922.
4. Gopal L. and V. C. Shrivastava, *History of Agriculture in India (Upto 1200 A. D.)*, Concept Publishing, New Delhi, 2008.
5. Irfan Habib (ed.), *People's History of India – Vol 20 : Technology in Medieval India, c. 650–1750*, Aligarh Historians Society and Tulika Books, 2016.
6. Jan Gonda, *A History of Indian Literature*, Otto Harrassowitz, Wiesbaden, 1975.
7. PadmanabhaThanu (ed.), *Astronomy in India : A Historical Perspective*, Indian National Science Academy, Springer, New Delhi. 2014.
8. Sohoni Pushkar, *Introduction to the History of Architecture in India*, IISER, Pune, 2020.
9. Tripathi Radhavallabh, *Vāda in theory and practice : studies in debates, dialogues and discussions in Indian intellectual discourses*, IAS, Shimla, 2016.

मराठी:

1. अळतेकर सदाशिव अनंत, प्राचीन भारतीय शिक्षण पद्धती, नागपूर, १९३५.
2. कोसंबी दा.ध., प्राचीन भारतीय संस्कृती आणि सभ्यता, डायमंड प्रकाशन, पुणे, २०१६.
3. कोसंबी दा. ध. संतापजनक निबंध, लोकवाङ्मय गृह, मुंबई, २०२१.
4. गायधनी र.न. व राहूरकर व.ग., प्राचीन भारताचा सांस्कृतिक इतिहास, कॉन्टिनेन्टल पुणे, १९९४.
5. मेहंदी, प्राचीन भारत समाज आणि संस्कृती, प्रज्ञा पाठशाळा मंडळ, वाई, २००१.
6. शर्मा आर. एस., प्राचीन भारत, के सागर प्रकाशन, पुणे. १९९७.
7. सिंग उपिंदर, प्राचीन भारत- विरोधाभासांची संस्कृती, सनय प्रकाशन, २०२४.



Savitribai Phule Pune University

(Formerly University of Pune)

Faculty of Humanities
Board of Studies in Economics

New Syllabus for Affiliated Colleges of SPPU
FYBA Economics
[Semester I & II]

Choice Based Credit System Syllabus
NEP 2020

To be implemented from Academic Year 2024-25

INTRODUCTION:

B.A in (Economics) Program (Pattern 2023/CBCS/NEP2020) will be introduced in the following order:

- a) First Year BA from 2024-2025
 - b) Second Year BA from 2025-2026
 - c) Third Year BA from 2026-2027
 - d) Fourth Year BA from 2027-2028
- ✓ Examination (CIE & SEE) will be held for each semester. Continuous Internal Assessment will have 30% weightage and Semester End Assessment (University Exams) will carry 70% weightage. Internal Assessment tools used for previous Semester should be avoided for the next Semester.
 - ✓ It covers in-depth study of Economics as a major subject at graduation level with focus on the economic theory, different streams in the subject of Economics.

Programme Objectives:

The objectives of a Bachelor of Arts (B.A) programme in Economics offered as per the National Education Policy [2020] to provide complete knowledge of Economics to the students, to develop theoretical base of the subject with the help of classical and advanced theories, to skill them to apply the knowledge in policy making in different sectors at the national and international level.

- 1) To develop a strong foundation of advanced economic theory aligned with the graduation and honours program.
- 2) To help the students to gain the comprehensive understanding of policy making at various government levels such as, local, state, national and international.
- 3) To help the students in understanding the intricacies of policy making process from local to global level.
- 4) To build the foundations of Economics and its inter and multidisciplinary relationship with respect to pure and other social sciences.
- 4) To develop an understanding about the role of the national and international governments/institutions for building consensus about the policies that help in welfare.
- 5) To create awareness among the students about interrelations between economy and society, and develop a critical thinking on socio-economic conditions of various strata of the society.

Programme Specific Outcomes (PSOs):

- PSO - 1. Knowledge of Economic Theories:** Graduates of a B.A. in Economics will possess a strong understanding of economic theories, including microeconomics, macroeconomics and other specialized areas of economics.
- PSO - 2. Analytical Skills:** Graduates will be able to apply economic concepts and theories to analyse real-world economic issues, such as market behaviour, policy implications, and economic trends. They will also be able to critically evaluate economic research and data using statistical and econometric techniques.
- PSO - 3. Research and Writing Skills:** Graduates will have developed advanced research and writing skills, including the ability to conduct independent research, analyse economic data, and communicate their findings effectively through written reports, policy briefs, and other forms of economic writing.
- PSO - 4. Policy Analysis:** Graduates will be able to assess the impact of economic policies on various stakeholders and evaluate their effectiveness in achieving desired outcomes. They will also be able to propose evidence-based policy recommendations to address economic challenges and promote economic growth.
- PSO - 5. Quantitative Skills:** Graduates will develop a strong foundation in quantitative methods, including statistical and econometric techniques, and be able to apply these skills to analyse economic data and conduct empirical research.
- PSO - 6. Communication Skills:** Graduates will be able to communicate complex economic concepts and findings to different audiences, including policymakers, business leaders, and the general public, in a clear and concise manner.
- PSO - 7. Critical Thinking:** Graduates will develop critical thinking skills and be able to analyse economic problems from multiple perspectives, consider trade-offs, and propose innovative solutions based on economic principles and evidence.
- PSO - 8. Professional Ethics:** Graduates will understand and adhere to the professional ethics and standards of the economics, including academic integrity, objectivity, and confidentiality in research and policy analysis.
- PSO - 9. Professional Development:** MA Economics programs often include professional development components, such as internships or seminars, to prepare students for careers in economics.

Syllabus Designing Committee

FYBA - Economics, Semester – I & II

Sr. No.	Name of Professor	BoS Member / Member
1	Dr. Sunil P. Ugale	Chairman
2	Dr. Vilas B. Adhav	BoS Member
3	Dr. Amita Yadwadkar	BoS Member
4	Dr. Gorakshanath K. Sanap	BoS Member
5	Dr. Baban M. Sonawane	BoS Member
6	Dr. Nitin D. Ade	BoS Member
7	Dr. Madhav H. Shinde	BoS Member
8	Dr. Parmeshwar S. Gadkar	BoS Member
9	Dr. Somnath V. Patil	BoS Member
10	Dr. Jaywant R. Bhadane	BoS Member
11	Dr. Amol A. Gaikwad	BoS Member
12	Dr. Ramdas K. Gadge	BoS Member
13	Dr. Suresh Maind	BoS Member
14	Mr. Jignesh C. Furiya	BoS Member
15	Dr. Ajit Bhandakkar	BoS Member
16	Dr. Sawant Savita Govind	Member
17	Prof. Sham Laxman Satarle	Member
18	Dr. Palwe Ajaykumar Madhukar	Member
19	Dr. Surekha Appasaheb Gaikwad	Member
20	Dr. S. M. Waghmare	Member
21	Dr. Hanumant Popat Shinde	Member
22	Dr. Vishal Bhausahab Pawase	Member
23	Dr. Pankaj Tryambak Nikam	Member
24	Prof. K. R. Padvi	Member
25	Prof. R.T. Tuplondhe	Member

Credit Distribution Structure for BA Economics SPPU- as per NEP 2020

With effect from Academic Year 2024-2025

Level/ Difficulty	Semester	Subject DSC-1 (Group A - Languages)	Subject DSC-2 (Group B)	Subject DSC-3 (Group C)	GE / OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100 [1 st Year]	I	2 (T) + 2 (T/P)	2 (T) + 2 (T/P)	2 (T) + 2 (T/P)	2 (T)	2 (T/P)	2 (T)	2 (T)	2	--	22
	II	2 (T) + 2 (T/P)	2 (T) + 2 (T/P)	2 (T) + 2 (T/P)	2 (T/P)	2 (T/P)	--	2 (T)	2	2	22

Exit option: Award of UG Certificate in Discipline Specific Course with 44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

Continue option: Students will select one subject among (subject I, subject II and subject III) as major and another as minor and third subject will be dropped.

Level/ Difficulty	Semester	Credits Related to Major					Minor / RM	GE / OE	SEC	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	IKS	FP/OJT / CEP/R P							
Vertical [V]		V-1		V-4	V-5	V-6	V-2	V-3	V-4	V-5	V-5	V-6	
5.0/200 [2 nd Year]	III	[4T+2T/P]	-	[2T/P]	[2T]	[2FP]	[2T+2P]	[2T]	-	[2T]	-	2	22
	IV	[4T+2T/P]	-	[2T/P]	-	[2CEP]	[2T+2T/P]	[2T/P]	2 (T/P)	[2T]	-	2	22
UG Diploma		20	0	6	4	4	16	8	6	8	4	6	88
Exit Option – Award of UG Diploma in Major with 88 Credits and an additional 4 Credits core NSQF course/Internship or Continue Major & Minor													
5.5/300 [3 rd Year]	V	[8T+4T/P]	[2T+2T/P]	[2T/P]	-	[2FP/CE P]	[2T]	-	-	-	-	-	22
	VI	[8T+4T/P]	[2T+2T/P]	[2T/P]	-	[4OJT]	-	-	-	-	-	-	22
UG Degree		44	8	8	4	10	18	8	6	8	4	6	132
Exit Option – Award of UG Degree in Major with 132 Credits or Continue Major & Minor													
6.0/400 [4 th Year]	VII	[6T+4T/P]	[2T+2T/P]	-	-	[4RP]	[4RM][T]	-	-	-	-	-	22
	VIII	[6T+4T/P]	[2T+2T/P]	-	-	[8RP]	-	-	-	-	-	-	22
UG Honors with Research		68	16	8	4	22	22	8	6	8	4	6	176
Four year UG Honors with Research Degree in Major and Minor with 176 credits													

6.0/400 [4 th Year]	VII	[10T+4T/P]	[2T+2T/P]	-	-	-	4 [RM] [T]	-	-	-	-	-	22
	VIII	[10T+4T/P]	[2T+2T/P]	-	-	4[OJT]	-	-	-	-	-	-	22
UG Honors Degree		76	16	8	4	14	22	8	6	8	4	6	176
Four year UG Honors Degree in Major and Minor with 176 credits													

Notes:

1. VSC, FP/OJT/CEP should be related to the Major subject
2. OE is to be chosen compulsorily from faculty other than that of the Major.
3. SEC to be selected from the basket of Skill Courses approved by college.
4. Student has to choose three subjects from the same faculty in First Year and at the start of Second year he has to opt one subject as Major subject and one another subject as Minor subject and the last one subject will be dropped by the student. Therefore, the student after completion of three year will be awarded degree in Major and Minor subject.
5. Student cannot select a subject as major or minor other than the subjects taken in first year
6. Frame each course having even number of credits such as 2 or 4 credit.
7. This UG credit structure is applicable for all the programme across all faculties, except the programmes required approval from apex bodies like AICTE, PCI, BCI, COA, NCTE, etc.

Credit Distribution Structure and Subject Titles

FYBA Economics – Semester I & II

Level/ Difficulty	Semester	Subject DSC-1 (Group A - Languages)	Subject DSC-2 (Group B)	Subject DSC-3 (Group C)	GE / OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100 [1 st Year]	I	-	2 (T) + 2 (P) 1. ECO 101 T Indian Economy-I [2T] 2. ECO 102 P Indian Economy-II [2P]	-	2 (T) OE-101-ECO Indian Economic Policy - I [For Other Faculty]	2 (T) SEC-101- ECO - Tourism Economics	2 (T) Introdu ction to Indian Knowl edge System s (Generi c)	2 (T) Devel oping Comm unicati ve Comp etence in Englis h -I	2 Indian Constitut ion	--	22
	II	-	2 (T) + 2 (P) 1. ECO 151 T Indian Economy-III [2T] 2. ECO 152 P Indian Economy-IV [2P]	--	2 (P) OE-151-ECO Indian Economic Policy - II [For Other Faculty]	2 (T) SEC-151- ECO - Agribusiness	--	2 (T) Devel oping Comm unicati ve Comp etence in Englis h -II	2 Indian Constitut ion	2 NSS/N CC/Oth ers	22

Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

Continue option: Students will select one subject among (subject I, subject II and subject III) as major and another as minor and third subject will be dropped.

- Abbreviations -**
1. ECO – Economics
 2. MJ – Major Subject
 3. MJP - Major Subject Practical
 4. T – Theory
 5. P – Practical
 6. VSC - Vocational Skill Course
 7. IKS – Indian Knowledge System
 8. FP – Field Project
 9. OJT – On Job Training
 10. CEP – Community Engagement and Service / Program
 11. MN – Minor Subject
 12. OE – Open Elective / GE – General Elective
 13. OEP – Open Elective Practical
 14. SEC - Skill Enhancement Course
 15. AEC – Ability Enhancement Course
 16. VEC – Value Education Course
 17. CC - Co-curricular Courses

Examination Pattern:

A] Total 4 Credits - Theory

Total Marks: 100

Scheme of Examination:

- a. Internal Assessment 30 Marks (Minimum Marks 12 for passing)
- b. Semester End Exam 70 Marks (Minimum Marks 28 for passing)
- c. The details of Question Paper Pattern for offline Examination should be mentioned here.

Time (3 Hours), 4 Credit Course, Marks (70)

Q.1 Answer the following questions in one and two sentence each (any 5 out of 8)
10 Marks

Q.2 Answer the following questions in about 100 words (any 2 out of 3) 20 Marks

Q.3 Answer the following questions in about 200 words (any 1 out of 2) 20 Marks

Q.4 Short Note (any 4 out of 6) 20 Marks

B] Total 2 Credits - Theory

Total Marks: 50 Marks

Scheme of Examination:

- a. Internal Assessment 15 Marks (Minimum Marks 6 for passing)
- b. Semester End Exam 35 Marks (Minimum Marks 14 for passing)
- c. The details of Question Paper Pattern for offline Examination should be mentioned here.

Time (2 Hours), 2 Credit Course, Marks (35)

Q.1 Answer the following questions in one and two sentence each (any 4 out of 6)
8 Marks

Q.2 Answer the following questions in about 100 words (any 2 out of 3) 12 Marks

Q.3 Answer the following questions in about 200 words (any 1 out of 2) 10 Marks

Q.4 Short Note (any 1 out of 2) 5 Marks

C] Total 2 Credits - Practical

Total Marks: 50 Marks

Scheme of Examination:

- a. Internal Assessment 15 Marks (Minimum Marks 6 for passing)
- b. Practical Assessment 35 Marks (Minimum Marks 14 for passing)

Suggested internal assessment tools for UG courses:

The concerned teacher shall announce the units for which internal assessment will take place. *Teachers should choose any three tools out of given below for Internal Assessment among that written test is mandatory.*

- i. Library notes
- ii. Students Seminar
- iii. Short Quizzes / MCQ Test
- iv. Home Assignments
- v. Tutorials / Practical
- vi. Oral test
- vii. Research Project
- viii. Group Discussion
- ix. Open Book Test
- x. Study Tour
- xi. Written Test
- xii. PPT presentation
- xiii. Field Visit
- xiv. Industrial Visit
- xv. Viva Voce

Teaching Methodology:

1. Classroom Teaching
2. Guest Lectures
3. Group Discussions
4. Surveys
5. Power Point Presentations
6. Visit to Institutions / Industries
7. Research Papers & Projects
8. E-content
9. ICT tools

Revised Syllabus as per NEP 2020

FYBA - ECONOMICS

SEMESTER - I

- Subject List -

Sr. No.	Subject Type	Subject Code & Title	Credits		
			Theory	Practical	Total
1	Discipline Specific Course	1. ECO 101 T Indian Economy - I	2	-	2
2	Discipline Specific Course	2. ECO 102 P Indian Economy - II	-	2	2
3	Open Elective	OE-101-ECO Indian Economic Policy - I	2	-	2
4	Skill Enhancement Course	SEC-101-ECO Tourism Economics	2	-	2

* 1 Credit = 25 Marks, 1 Credit (Theory) = 15 Hours, 1 Credit (Practical) = 30 Hours

Syllabus

Class: FYBA Economics

Semester: II

Course Type: Skill Enhancement Course (SEC)

Course Name: Agribusiness

Course Code: SEC-151-ECO

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Course Outcomes:

After Learning this course, the students will be able to-

- 1) To understand the Nature of Agriculture Marketing in India
- 2) To Understand Agriculture Price Policy in India
- 3) To Know Digital Platforms for Agriculture Marketing in India.
- 4) To Analyse the Role of Agro-Processing Businesses in India

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. Agriculture Marketing in India	16
	1.1 - Agriculture Marketing - Meaning and Concept	
	1.2 - Nature of Agriculture Marketing in India	
	1.3 - APMCs, Government Procurement and Export Trading	
	1.4 - Digital Platforms for Agriculture Marketing	
	1.5 Problems of Agriculture Marketing in India	
	1.6 - Agriculture Export Promotion Policies in India	
2	2. Agro-Processing Business	14
	2.1 - Introduction of Agro-Processing Business	
	2.2 - Size and Growth of Agro-Processing Industry in India	
	2.3 - Government Policies to Promote Agro-Processing Business – Farmer Producer Organizations (FPO)	
	2.4 - Success Stories in Agro-Processing Business	

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2. S.S. Acharya & N. L. Agarwal, (2021), “*Agriculture Marketing in India*”, CBS Publishers and Distributors.
3. Shoji Lal Bairwa, Lokesh Kumar Meena, Meera Kumari, (2018), “*Agribusiness Management: Theory and Practice*”, Write and Print Publications.
4. V.T. Raju (2017), “*Economics of Farm Production and Management*”, Oxford & IBH Publishing Pvt. Ltd.
5. Gaurav Datt & Ashwani Mahajan, (2020), “*Indian Economy*”, S. Chand Publications.

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