



Savitribai Phule Pune University, Pune

Undergraduate Courses in English

(Faculty of Humanities)

Syllabi for

Second Year Graduate Program (SYBA) (English)

To be implemented from 2025-26

As per the guidelines by NEP, 2020

(For Colleges Affiliated to Savitribai Phule Pune University, Pune)

Syllabus Structure (SYBA English)

Sr. No.	Verticals	Course Codes	Semesters and their Credits	Titles of the Courses
1.	Major Core	ENG201MJ	Semester III- (4T*+2P*)	Appreciating Poetry
		ENG251MJ	Semester IV- (4T+2P)	Appreciating Drama
2.	Vocational Skill Course (VSC)	ENG221VSC	Semester III- (2T)	Introduction to English Language: Phonology and Morphology
		ENG271VSC	Semester IV- (2P)	Introduction to English Language: Phonology and Morphology
3.	Field Project, On Job Training, Community Engagement Program FP/OJT/CEP	ENG231FP	Semester III- (2)	Field Project
		ENG281CEP	Semester IV- (2)	Community Engagement Program
4.	Minor	ENG241MN	Semester III- (2T+2P)	English for Competitive Examination
		ENG291MN	Semester IV- (2T+2P)	English for Competitive Examination
5.	Generic/Open Electives (GE/OE)	OE201 ENG	Semester III- (2T)	Business English (for Commerce Faculty)
		OE251ENG	Semester IV- (2P)	Business English (for Commerce Faculty)
		OE202ENG	Semester III- (2T)	English for IT (for Science Faculty)
		OE252ENG	Semester IV- (2P)	English for IT (for Science Faculty)
6.	Skill Enhancement Course (SEC)	ENG251SEC	Semester IV- (2P)	English for Advertisement

7.	Indian Knowledge System (IKS)	ENG200IKS	Semester III- (2T)	Etymology of Indic Languages
<p>*T= Theory Credits</p> <p>*P= Practical Credits</p> <p>Total Credits for Semester III- 22</p> <p>Total Credits for Semester IV- 22</p>				

Evaluation Pattern

Theory Paper-	04 Credits
University Semester End Exam: 70 Marks	
Time: 3 Hours	
Internal Evaluation: 30 Marks	

Theory Paper-	02 Credits
University Semester End Exam: 35 Marks	
Time: 2 Hours	
Internal Evaluation: 15 Marks	

Practical Paper-	02 Credits
University Semester End Exam: 35 Marks	
Time: 2 Hours	
Internal Evaluation: 15 Marks	

Class: SYBA
Subject: English
Major Core
Title of the Paper: Appreciating Poetry and Drama

Name of the Faculty: Humanities

Name of the B.O.S.: English

Name of the Course: Major Core

Name of the Subject: Appreciating Poetry (for Semester III)
Appreciating Drama (for Semester IV)

Year and Semester: Semester Pattern

Number of Credits: Semester-III (4 T & 2 P)
Semester IV- (4 T & 2 P)

Rationale:

Literature has long been a reflection of human experiences, emotions, and societal changes, with poetry and drama serving as two of its most powerful and enduring forms. Poetry captures the essence of language through rhythm, imagery, and symbolism, while drama brings stories to life through performance, dialogue, and theatrical techniques. Both forms engage audiences intellectually, emotionally, and aesthetically, making them vital components of literary studies. The paper "**Appreciating Poetry and Drama**" is designed to equip students with the necessary tools to critically engage with and aesthetically appreciate these literary forms. By studying poetry and drama in depth, students will develop an understanding of how these genres have evolved over time, how they continue to shape cultural narratives, and how they can be interpreted from multiple perspectives. In an era dominated by digital media and fast-paced communication, the nuanced and expressive power of poetry and drama often remains underexplored. The study of these forms fosters a deeper engagement with language, creativity, and critical thought. This paper provides students with the theoretical foundation and analytical skills necessary to appreciate the craftsmanship of poets and playwrights, recognize the historical and cultural contexts of their works, and interpret their deeper meanings. The curriculum is structured across two semesters. In the first semester, students will study poetry in English, featuring representative works from British, American and Indian traditions. The second semester will focus on drama, and study of two plays from British and Indian literature. This approach ensures a broad and diverse exposure to literary traditions, enhancing students' understanding and appreciation of these artistic forms.

Course Outcome (COs):

At the end of the course, the learner will be able to:

CO 1: gain a deep understanding of the artistic and literary qualities of poetry and drama, fostering a lifelong appreciation for these forms.

CO 2: critically analyse poetic and dramatic texts, identifying themes, literary techniques, and stylistic elements with depth and clarity.

CO 3: examine the evolution of poetry and drama across different time periods and cultures, recognizing their role in shaping and reflecting societal values.

CO 4: understand the significance of theatrical performance in drama and oral traditions in poetry, recognizing their impact on meaning and audience engagement.

CO 5: acquire essential creative and analytical skills that will support further academic research, literary critique, and artistic endeavours in poetry and drama.

Semester III Appreciating Poetry 4 (T) & 2 (P)

Semester	III
Vertical	Major
Course Code	ENG201MJ
Course title	Appreciating Poetry
Credit	4 (T) & 2 (P)
Total Hours	120 hours
Internal marks	15
External Marks	35
Theory	4 (T)
Unit I	Theory of Poetry
Unit II	British Poetry
Unit III	American and Indian Poetry
Unit IV	Practical Components
Practical	2 (P)
Unit I	Poetry Recitation and Interpretation
Unit II	Write a Critical Appreciation of the prescribed poems

Unit III	Group Discussions and Presentations
Unit IV	Practical Journal

Unit I: Theory of Poetry

20 Hours

(a) **What is Poetry?** Significant developments in the art of poetry during major literary periods.

(b) **Elements of Poetry:** Rhythm, Meter, Sound Structure, Stanza Forms.

(c) **Figures of Speech and Poetic Devices:** Symbols, Imagery, Simile, Metaphor, Personification, and other devices such as Repetition and Contrast.

(d) **Types of Poetry:** Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad.

Unit II: British Poetry

20 Hours

Sonnet 18 by Willaim Shakespeare

The Canonization by John Donne

Kubla Khan by S. T. Coleridge

Ode to a Nightingale by John Keats

Ulysses by Alfred, Lord Tennyson

The Second Coming by W. B. Yeats

Journey of the Magi by T. S. Eliot

Unit III: American and Indian Poetry

20 Hours

O Captain! My Captain! by Walt Whitman

Because I could not stop for Death by Emily Dickinson

The Road Not Taken by Robert Frost

The Negro Speaks of Rivers by Langston Hughes

Last Curtain by Rabindranath Tagore

Poet, Lover, Birdwatcher by Nissim Ezekiel

The Old Playhouse by Kamala Das

Unit IV: Practical Components:

60 Hours

a) Poetry Recitation and Interpretation:

- Students will recite a poem from the syllabus, focusing on intonation, rhythm, and expression.

- Discussion on meaning, themes, and poetic devices will be held after each recitation in the classroom.

b) Write a Critical Appreciation of the prescribed poems:

Writing a critical appreciation of any one poem from each unit, addressing:

- Theme and central ideas
- Poetic devices (imagery, metaphors, symbols, etc.)
- Structure and style
- Personal interpretation

c) Group Discussions and Presentations:

- Discussion on the evolution of poetry across major literary periods.
- Presentation on figures of speech and poetic devices with examples from syllabus poems.
- PPT presentations on Poetic traditions, Forms of Poetry, and how poetry reflects socio-political changes (e.g., Yeats' *The Second Coming* and Hughes' *The Negro Speaks of Rivers*).

d) Practical Journal: Students will maintain a practical journal. Teachers will assign tasks based on the poems for writing in the journal.

Semester IV Appreciating Drama 4 (T) & 2 (P)

Semester	IV
Vertical	Major
Course Code	ENG251MJ
Course title	Appreciating Drama
Credit	4 (T) & 2 (P)
Total Hours	120 hours
Internal marks	15
External Marks	35
Theory	4 (T)
Unit I	Theory of Drama
Unit II	British Drama
Unit III	Indian Drama
Unit IV	Practical Components
Practical	2 (P)
Unit I	Writing a Review of the Prescribed Plays
Unit II	Role Play
Unit III	Recitation of Soliloquy and important speeches
Unit IV	Practical Exploration of Theatrical Elements

Unit I: Theory of Drama

20 Hours

- a) **What is Drama?**
- b) **Elements of Drama:**
 - i) **Literary Elements:** Theme, Plot, Characters, Diction, Conflict, Setting, etc.
 - ii) **Theatrical Elements:** Stage Directions, Lighting Effects, Music, Costumes, Stage Properties, Makeup, etc.
- c) **Types of Drama:** Tragedy, Comedy, Tragicomedy, Problem Play, Absurd Drama.
- d) **An Introduction to Minor Forms of Drama:** One-Act Play, Skit, Street Play, Short Radio Play, Pantomime, etc.

Unit II: British Drama**20 Hours**

She Stoops to Conquer by Oliver Goldsmith

Unit III: Indian Drama**20 Hours**

Naga-Mandala by Girish Karnad

Unit IV: Practical Components**60 Hours****a) Writing a Review of the Prescribed Plays**

Students will write critical reviews of *She Stoops to Conquer* by Oliver Goldsmith and *Naga-Mandala* by Girish Karnad.

- The reviews should include:
 - A summary of the play's plot and major themes.
 - Analysis of key characters and their development.
 - Discussion of dramatic techniques used by the playwright.
 - Personal reflections on the play's relevance and impact.
- Students will present their reviews in class, followed by discussions on different interpretations.

b) Role Play

- Students will perform selected scenes from *She Stoops to Conquer* and *Naga-Mandala*, focusing on:
 - Character portrayal and emotional depth.
 - Voice modulation, tone, and dialogue delivery.
 - Effective use of body language and gestures.
 - Interaction with co-actors to enhance dramatic expression.
- Groups will prepare short performances and receive constructive feedback on their enactments.

c) Recitation of important speeches

- Students will select and recite a speech from *She Stoops to Conquer* and *Naga-Mandala*, demonstrating:
 - Proper articulation and pronunciation.
 - Expression of emotions and dramatic intensity.

- Understanding of rhythm and pauses in speech.

d) Practical Exploration of Theatrical Elements

- **Stage Directions & Blocking:** Students will experiment with staging techniques by mapping out movements and positions for a scene from the prescribed plays.
- **Lighting and Sound Effects:** Basic demonstrations on how lighting and music influence mood and tone in theatrical performances.
- **Costume and Makeup Design:** Students will design and present costume sketches for major characters, considering historical and thematic relevance.
- **Use of Props:** Creating and using minimal stage properties to enhance realism in dramatic scenes during classroom productions of the prescribed plays as a practical task.

Question Paper Pattern
(70-Semester-End Exam & 30-Internal Evaluation)
Major Core
Semester III

Title of the Paper: Appreciating Poetry (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	30	12	04 (T)
Semester End Exam	70	28	
Total Marks	100	40	

Paper Pattern:

a) Internal Evaluation

- Practical Journal/ Project/ Home assignments
- Written Test

Total Marks: 30

Marks – 10

Marks – 20

b) Semester-End Exam Question Paper Pattern

Hours: 3hrs

Marks: 70

- Q. 1) Answer the following in brief (Any Five) 10
 (Questions on Unit I)
- Q. 2) Answer the following in 300 words each. (Any Two) 20
 (Questions on Unit 2)
- Q. 3) Answer the following in 300 words each. (Any Two) 20
 (Questions on Unit 3)
- Q. 4) Answer the following in 300 words each. (Any Two) 20
 (Questions on Unit 2 & 3)

Question paper Pattern

(35-Semester-End Exam & 15-Internal Evaluation)

Major Core

Semester III

Title of the Paper: Appreciating Poetry (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	02 (P)
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

a) Internal Evaluation

- Task-based project /Assignment
- PPT Presentation on a given topic

Total Marks: 15

Marks- 10

Marks- 05

b) Semester-End Exam Evaluation

Total Marks: 35

Component 1: Poetry Recitation and Interpretation:

10 Marks

Component 2: Write a Critical Appreciation of the prescribed poems:

10 Marks

Component 3: Group Discussions and Presentations:

15 Marks

Note: The examiner will assign activities and tasks to assess the understanding of the literary genre of poetry.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.

Question paper Pattern
(70-Semester-End Exam & 30-Internal Evaluation)
Major Core
Semester IV

Title of the Paper: Appreciating Drama (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	30	12	04 (T)
Semester End Exam	70	28	
Total Marks	100	40	

Paper Pattern:

a) Internal Evaluation

- Practical Journal/ Project/ Home assignments
- Written Test

Total Marks: 30

Marks – 10

Marks – 20

b) Semester-End Exam Question Paper Pattern

Hours: 3hrs

Marks: 70

- Q. 1) Answer the following in brief (Any Five) 10
 (Questions on Unit I)
- Q. 2) Answer the following in 300 words each. (Any Two) 20
 (Questions on Unit 2)
- Q. 3) Answer the following in 300 words each. (Any Two) 20
 (Questions on Unit 3)
- Q. 4) Answer the following in 300 words each. (Any Two) 20
 (Questions on Unit 2 & 3)

Question paper Pattern
(35-Semester-End Exam & 15-Internal Evaluation)

Major Core

Semester IV

Title of the Paper: Appreciating Drama (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	02 (P)
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

a) Internal Evaluation

- Task-based project /Assignment
- PPT Presentation on a given topic

Total Marks: 15

Marks- 10

Marks- 05

b) Semester-End Exam Evaluation

Component 1: Recitation of soliloquy or speech/Role Play

Total Marks: 35

10 Marks

Component 2: Writing a Review of the Prescribed Plays

10 Marks

Component 3: Practical Exploration of Theatrical Elements

15 Marks

Note: The examiner assigns activities and tasks to assess the understanding of the literary genre of drama.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.

Class: SYBA
Subject: English

Vocational Skill Course (VSC)

Title of the Paper: Introduction to English Language: Phonology and Morphology

Prescribed Text: *Linguistics*
(Board of Editors) Orient BlackSwan, 2025

Name of the Faculty:	Humanities
Name of the B.O.S.:	English
Name of the Course:	Vocational Skill Course
Name of the Subject:	Introduction to English Language: Phonology and Morphology
Year and Semester:	Semester Pattern
Number of Credits:	Semester-III (2T) Semester IV- (2P)

Rationale:

Language is a structured and rule-governed system, and understanding its structure is key to mastering its use. This course introduces students to the scientific study of language, with a specific focus on two foundational branches of linguistics—Phonology and Morphology. Phonology, the study of sound systems, is essential for developing accurate pronunciation, understanding sound patterns, and analyzing the role of phonemes in different languages. By studying phonology, students gain insight into how speech sounds function within linguistic systems and how they affect communication. Morphology, the study of word structure and formation, enables students to understand how words are built from smaller units called morphemes. This knowledge enhances vocabulary acquisition, comprehension of word meanings, and effective usage in both spoken and written communication. Together, these two units equip students with the analytical tools to examine the sound and word-level components of language. Such knowledge not only supports improved language proficiency but also lays the foundation for further studies in linguistics, language teaching, translation, and language-related research. This course is particularly relevant in a multilingual context like India, where understanding language structures can lead to more effective learning, teaching, and use of both first and second languages.

Course Outcomes:

By the end of the course, learner will be able to:

CO 1: Define and explain key concepts in phonology and morphology and their relevance to the study of language.

CO 2: Identify and classify speech sounds using the International Phonetic Alphabet (IPA), and analyze their patterns in English and other languages.

CO 3: Understand phonological rules and processes, including assimilation, elision, and stress patterns.

CO 4: Analyze the internal structure of words, recognizing morphemes and their roles in word formation.

CO 5: Differentiate between inflectional and derivational morphology, and understand their implications for grammar and meaning.

CO 6: Apply phonological and morphological knowledge to improve pronunciation, vocabulary, and grammatical accuracy.

CO 7: Demonstrate basic skills in linguistic analysis, preparing them for advanced study in linguistics and related fields.

Semester III 2 Theory Credits

Semester	III
Vertical	Vocational Skill Course (VSC)
Course Code	VSC221ENG
Course title	Introduction to English Language: Phonology and Morphology
Prescribed Text	<i>Linguistics</i> (Board of Editors) Orient BlackSwan, 2024
Credit	2(T)
Total Hours	30 hours
Internal marks	15
External Marks	35
Unit I	Phonology
Unit II	Morphology

Course Contents

Unit I: Phonology:

15 Clock Hours

1. Organs of speech, speech mechanisms,
2. Description and classification of consonants and vowels,
3. Concept of syllable,
4. Word accent, sentence accent,
5. Tone groups, placement of nuclear/tonic accent,
6. Concept of intonation, uses/types of tones

Unit II: Morphology:**15 Clock Hours**

1. What is morphology?
2. Concept of morpheme, allomorph, zero allomorph, types of morphemes (free and -bound), Prefixes and Suffixes (class-changing and class-maintaining),
3. Inflectional and Derivational suffixes, borrowings,
4. Processes of Word Formation: Compounding, Clipping, Acronym, Blending.

Semester IV 2 Practical Credits

Semester	IV
Vertical	Vocational Skill Course (VSC)
Course Code	VSC271ENG
Course title	Introduction to English Language: Phonology and Morphology
Prescribed Text	<i>Linguistics</i> (Board of Editors) Orient BlackSwan, 2025
Credit	2(P)
Total Hours	60 hours
Internal marks	15
External Marks	35
Unit III	Practical Component for Phonology
Unit IV	Practical Component for Morphology

Course Contents**Unit III: Practical Component for Phonology****(30 Clock Hours)**

1. Identification and Description of Speech Sounds
 - Practice using the International Phonetic Alphabet (IPA) for transcribing English words.
 - Listening and distinguishing between similar sounds (e.g., /i:/ vs /ɪ/, /ʃ/ vs /ʒ/). Activities related to Minimal Pairs.
2. Pronunciation Practice
 - Production and articulation of consonant and vowel sounds.
 - Word and sentence stress drills.
3. Exercises related to Syllable

- Dividing words into syllables and identifying stressed syllables.
- 4. Intonation Practice
 - Listening and speaking activities focused on rising, falling, and fall-rise intonation.
- 5. Reading with appropriate intonation or tone groups
 - Reading dialogues and passages aloud with attention to intonation, tone groups, and stress placement to convey intended meaning accurately.

Unit IV: Practical Component for Morphology

(30 Clock Hours)

1. Morpheme Identification Exercises
 - Breaking words into morphemes (e.g., *un-happi-ness*).
 - Identifying root words, stem- prefixes, and suffixes.
2. Allomorph Recognition Tasks
 - Spotting regular and irregular forms (e.g., plural endings in *cats, dogs, buses*).
3. Word Formation Activities
 - Creating new words using processes such as:
 - Compounding (e.g., *notebook, blackboard*)
 - Blending (e.g., *brunch, smog*)
 - Clipping (e.g., *lab* from *laboratory*)
 - Acronym formation (e.g., *NASA, UNESCO*)
4. Vocabulary Building Games
 - Morpheme puzzles and root-based vocabulary matching games or activities.
5. Application Tasks
 - Using derived forms appropriately in context.
 - Comparing inflectional vs derivational use in short paragraph writing

Question paper Pattern

(35-Semester-End Exam & 15-Internal Evaluation) SEMESTER–
III

Title of the Paper: Introduction to English Language: Phonology and Morphology (Theory)

Examination	Total Marks	Minimum Marks for passing	Total Credits
Internal Assessment	15	06	02 (T)
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

a) Internal Evaluation

- Practical Journal/ Project/ Home assignments/Written test
- Oral test/ Presentation on the given project/ topic

Total Marks: 15

Marks – 10

Marks – 05

b) Semester-End Exam Question Paper Pattern

Hours: 2 hrs

Marks: 35

- Q. 1) Attempt the following: (Any Two) 10
(Questions on Unit I)
- Q. 2) Attempt the following: (Any Two) 10
(Questions on Unit 2)
- Q.3) Attempt the following: (Any Three) 15
(Questions on Unit 1 and 2)

Question paper Pattern

(35-Semester-End Exam & 15-Internal Evaluation)

SEMESTER-IV

Title of the Paper: Introduction to English Language: Phonology and Morphology (Practical)

Examination	Total Marks	Minimum Marks for passing	Total Credits
Internal Assessment	15	06	02 (P)
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

a) Internal Evaluation

- Task-based project /Assignment
- PPT Presentation on a given topic

Total Marks: 15

Marks- 10

Marks- 05

b) Semester-End Exam Evaluation

Tasks based on Practical Components from the Unit 3

Tasks based on Practical Components from the Unit 4

Application based Pair/Group Activity
on Unit 3 and 4

Total Marks: 35

10 Marks

10 Marks

15 Marks

Note: The examiner will assign activities and assesses the practical knowledge of phonology and morphology.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.

Class: SYBA

Subject: English

**Field Project/On Job Training/Community Engagement Programme
(FP/OJT/CEP)**

Name of the Faculty: Humanities

Name of the B.O.S.: English

Name of the Course: FP/OJT/CEP

Year and Semester: Semester Pattern

**No. of Credits: Semester III- Field Project (FP) 2 credits
Semester IV- Community Engagement Program (CEP) 2
Credits**

Rationale:

The Experiential Learning Method is one of the pedagogical approaches recommended by National Education Policy 2020. If we need to align our education system with the industry and make it job-oriented, the adoption of the Experiential Learning Method seems to be the most relevant. Experiential Learning exposes students to real-life situations/ problems and facilitates learning through the application of prior knowledge /theory or based on it leads to problem-solving activity. Experiential learning becomes more effective as it allows direct involvement of the learner in the process of learning. The role of the teacher is minimized just to be a facilitator. Due to the direct involvement of students in the process of learning, Experiential Learning proves to be a life- long learning. The Community Engagement Programs acquaint students with the problems faced by society and make them contribute to resolving them. It can lead not only to problem-solving but also to research and innovation. Experiential learning is also one of the means to inculcate research aptitudes in the students.

Course Outcomes (COs)

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

CO1. Get exposure to real-life situations.

CO2. Acquire research orientations and aptitudes

CO3. Develop communication skills

CO4. Develop the writing skills

CO5. Transform Knowledge into skills

CO6.Apply theory/ knowledge to practical situation/ problem

Semester III Field Project (FP) 2 Credits

Semester	III
Vertical	Field Project (FP)
Course Code	FP231ENG
Credit	2
Total Hours	40 hours
Internal marks	15
External Marks	35

Note:

1. Some of the areas, locations and fields are recommended (but not limited to) for the Field Visit.
2. The Field Visit should be organized under the guidance of the subject teacher/coordinator appointed by the department.
3. The students should be divided into small groups to get adequate exposure to the proposed field/ location.
4. The Field Visit should be for a day, but if required, students should be facilitated to revisit the location.
5. After the Field Visit students should get an authentic Certificate of the Visit with the signatures of competent authorities.
6. Students must prepare a Field Project Report based on the Field Visit.

Course Contents

The following areas/ locations and fields are identified for Field Visit

1. A Visit to a Public/Local Library

Students are expected to study the following key aspects

- a. To find out the history of the establishment of the library
- b. To go through different types of books, their categorization, and arrangement

- c. To find out the books more accessed/read by the readers
- d. To have a general idea of how the library is arranged
- e. To have a general idea of how the library functions
- f. Interact with the staff in the library
- g. Interact with the readers/visitors to the library
- h. Review of the selected books

2. A Visit to a Reputed/Popular School

Students are expected to study the following key aspects

- a. The history of the establishment of the school
- b. Special Features of the School
- c. The Curriculum and Courses taught in the school
- d. Different Teaching -Learning Methods used in the school
- e. Co-curricular and Extracurricular activities conducted in the school
- f. Playground, sports facilities, library and other facilities offered by the school
- g. Awards/recognitions sponsored /received by the school
- h. A survey of the alumni of the school
- i. Interact with the staff and students of the school

3. A visit to the News Paper Agency

Students are expected to study the following key aspects

- a. History/background of the newspaper agency
- b. The target reader of the newspaper
- c. Data/ news collection for the newspaper
- d. The Editorial of the paper with its special feature
- e. The number of pages and topic/ subject allocation
- f. The compilation of the news and the process of printing
- g. Interact with the Board of Editors
- h. Interaction with staff of agency

4. A Visit to a Book Exhibition

Students are expected to study the following key-aspects

- a. Interaction with organizers of the exhibition
- b. Aims and objectives of the book exhibition
- c. Types of books displayed in the exhibition
- d. The target group visiting the exhibition
- e. The books most visited/ accessed
- f. The significance of the book exhibition
- g. The Problems/issues faced in the organization of the exhibition

5. A visit to a Historical Monument/ Museum

Students are expected to study the following key-aspects

- a. The history/background of the Monument/ Museum
- b. The specialty of the Monument/ Museum
- c. The detailed description of the Monument/ Museum
- d. Interaction with the target group that visits the Monument/ Museum
- e. Interaction with the trust/ Governing body of the Monument/ Museum
- f. Information about the resources /funds for the maintenance of the Monument/

Museum

- g. Significance of the Monument/ Museum in the context of locale as well as in modern context.

6. A Visit to a Theatre to watch the Screening of a Movie

Students are expected to study the following key-aspects

- a. Background/history (if any) of the movie
- b. Fable of the movie and its origin
- c. Casting of the movie with the Director and Producer of the movie
- d. Summary of the movie
- e. Central theme/ idea of the movie
- f. Special features of the movie in terms of direction, music and technical aspects
- g. Relevance of the movie in modern times
- h. Interaction with the audience of the movie and survey of reviews on the movie

Field Project:

Students must prepare a Project based on the Field Visit. The Project should be research-oriented, reflecting skills like investigation, analysis, and critical thinking. The Project should be descriptive with the use of apt vocabulary, correct grammatical constructions, and relevant information. It should be of adequate length, addressing all the above-mentioned points. Occasionally, students can insert pictures of field sites to make their write-up effective.

Guidelines for the Project:

1. Name of the student and Project Supervisor
2. Appropriate Title
3. Introduction
4. Objectives of the Field Visit
5. Background/ History
6. Detailed description of various aspects prescribed
7. Significance of the field visit with its outcomes
8. Conclusions/ Outcomes of the Field Visit
9. Recommendations
10. Certificate of the Field –Visit
11. Appendices – Permission letter, photographs, survey forms, questionnaires etc.

Question paper Pattern
(35-Semester-End Exam & 15-Internal Evaluation)
SEMESTER-III
FP

Title of the Paper: Field Project

Examination	Total Marks	Minimum Marks for passing	Total Credits
Internal Assessment	15	06	02
Semester End Exam	35	14	
Total Marks	50	20	

Evaluation Pattern:

Total Marks: 50

The internal evaluation will carry 40% weightage and the semester-end evaluation will carry 60% weightage.

a) Internal Evaluation

Total Marks: 15

- Mid-Semester Progress Report Presentation

Marks – 15

b) Semester-End Evaluation

Total Marks: 35

- Project Report
- Viva Voce

Marks: 20

Marks: 15

Note:

1. The progress report and the final project report should be duly certified by the Internal Examiner / Guide Teacher and the Head of the department.
2. The Semester-End Examination will be conducted jointly by an internal and an external university- appointed examiner.

Semester IV: Community Engagement Programme (CEP)

Semester	IV
Vertical	Community Engagement Programme (CEP)
Course Code	FP281ENG
Credit	2
Total Hours	40 hours
Internal marks	15
External Marks	35

Note:

1. Some of the areas and fields are recommended (but not limited to) for CEP
2. The CEP should be organized under the guidance of the subject teacher/coordinator
3. The students should be divided into small groups to get adequate exposure to the proposed CEP
4. After the CEP students should get an authentic Certificate of participation in CEP with the signatures of competent authorities.
5. Students must prepare a detailed report on CEP

Areas/ Locations / Fields recommended for CEP

1. CEP organized by NSS, NCC, Board of Students' Development
2. CEP organized for Physically Challenged
3. CEP organized for an orphanage
4. CEP organized for tribal / deprived community
5. CEP organized for patients struggling with incurable diseases
6. CEP in collaboration with a registered NGO

Based on the CEP, the students should prepare a Report/ Project based on the guidelines prescribed above.

Question paper Pattern
(35-Semester-End Exam & 15-Internal Evaluation)
SEMESTER-IV
CEP

Title of the Paper: Community Engagement Programme

Examination	Total Marks	Minimum Marks for passing	Total Credits
Internal Assessment	15	06	02
Semester End Exam	35	14	
Total Marks	50	20	

Evaluation Pattern:

Total Marks: 50

The internal evaluation will carry 40% weightage and the semester-end evaluation will carry 60% weightage.

a) Internal Evaluation

Total Marks: 15

- Mid-Semester Progress Report Presentation Marks – 15

b) Semester-End Evaluation

Total Marks: 35

- Project Report Marks: 20
- Viva Voce Marks: 15

Note:

1. After the CEP, the students should produce an authentic Certificate of Participation in CEP duly signed by competent authorities.
2. The progress report and the final project report should be duly certified by the Internal Examiner / Guide Teacher and the Head of the department.
3. The Semester-End Examination will be conducted jointly by an internal and an external university- appointed examiner.

Class: SYBA
Subject: English

Minor

Title of the Paper: English for Competitive Examinations

Prescribed Text: *English for Competitive Examinations*

(Board of Editors) Orient Blackswan, 2025

Name of the Faculty: Humanities

Name of the B.O.S.: English

Name of the Course: Minor

Name of the Subject: English for Competitive Examinations

Year and Semester: Semester Pattern

No. of Credits: Semester III 04 (2T + 2P)
Semester IV 04 (2T + 2P)

Course Outcomes (COs):

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

CO1) understand the major types of competitive examinations in India.

CO2) identify the competitive examinations required for their career.

CO3) prepare for the competitive examination/s of their choice.

CO4) apply the knowledge of language and literature to qualify the competitive examinations.

Semester-III 2 Theory Credits & 2 Practical Credits

Semester	III
Vertical	Minor
Course Code	ENG241MN
Course title	English for Competitive Examinations
Prescribed Text	<i>English for Competitive Examinations</i> (Board of Editors) Orient BlackSwan, 2025

Credit	2T+2P
Total Hours	90 hours
Internal marks	15
External Marks	35
Unit I	Competitive Examinations: An Overview
Unit II	Grammar
Unit III	Practical
Unit IV	Practical

Theory: 2 Credits

Course Contents:

Unit I: Competitive Examinations: An Overview 10 Hours

1. UPSC Examinations: An Overview
2. MPSC Examinations: An Overview
3. Staff Selection Commission Examinations: An Overview
4. Entrance Tests (TOEFL, IELTS, CAT etc.): An Overview

Unit II: Grammar 20 Hours

1. Parts of Speech
2. Tenses: Importance, Types of Tenses & Usage
3. Common Errors in Sentence Construction: Correct use of Articles, Prepositions & Subject-Verb Agreement (Concord)
4. Transformation of Sentences: Transformation of Simple, Compound and Complex Sentences
5. Reported Speech
6. Change the Voice
7. Transformation of Degree
8. Affirmative to Negative Sentences, Conditional Sentences, Use of Neither _Nor, No sooner...than, Not only.. but also, Remove too, Question Tags etc.

Practical: 2 Credits 60 Hours

Unit: III

Exercises on Unit-2, Topics 1 to 4

(The exercises should be as per the nature of questions in various competitive examinations.)

Unit: IV

Exercises on Unit-2, Topics 5 to 8

(The exercises should be as per the nature of questions in various competitive examinations.)

Semester IV 2 Theory Credits & 2 Practical Credits

Semester	IV
Vertical	Minor
Course Code	ENG291MN
Course title	English for Competitive Examinations
Prescribed Text	<i>English for Competitive Examinations</i> (Board of Editors) Orient BlackSwan, 2025
Credit	2T+2P
Total Hours	90 hours
Internal marks	15
External Marks	35
Unit I	Vocabulary
Unit II	Writing Skills
Unit III	Practical
Unit IV	Practical

Theory: 2 Credits

Course Contents:

Unit I: Vocabulary

15 Hours

1. Synonyms & Antonyms, Cloze Test
2. Confused Words, One-word Substitution & Phrasal Verbs
3. Word Formation: Affixation, Clipping, Blending, Collocations, Coinages etc.
4. Word Transformations - (Noun to Adjective, Verb to Noun, etc.)
5. Idioms and Phrases

Unit II: Writing Skills

15 Hours

1. Common Errors in English; Punctuation & Capital letters
2. Jumbled Sentence, Para-jumbles, Para- completion etc.
3. Précis Writing : Note Making
4. Report Writing
5. Paragraph Writing, Essay Writing,
6. Application Letter

Practical: 2 Credits

Unit III:

Exercises on Vocabulary:

30 Hours

Exercises on Topic-1 to 5 from Unit-1

(The exercises should be as per the nature of questions in various competitive examinations.)

Unit IV:

Exercises on Writing Skills:

30 Hours

1. Comprehension Passages
2. Exercises on Topic-1 to 6 from Unit-2

(The exercises should be as per the nature of questions in various competitive examinations.)

Question paper Pattern

(70-Semester-End Exam & 30-Internal Evaluation)

DSC-2 MINOR

SEMESTER III& IV

Title of the Paper: English for Competitive Examinations

Examination	Total Marks	Minimum Marks for passing	Total Credits
Internal Assessment	30	12	04 (2T+2P)
Semester End Exam	70	28	
Total Marks	100	40	

Question Paper Pattern for Semester-III and Semester-IV

The question paper pattern for both semesters (III & IV) will be the same as given below.

c) Internal Evaluation

Total Marks: 30

- MCQ Test/Class Test/ Grammar Test/ Vocabulary Test/Essay Writing/Paragraph Writing/ Application Letter/ Report Writing etc. **Marks: 10**
- Written Test **Marks: 20**

d) Semester-End Exam Question Paper Pattern

Time: 3 hrs

Marks: 70

- Q. 1) Answer the following in brief. (Any Five) 10
(Questions on Unit-1)
- Q. 2) Answer any TEN of the following. (Semester-3) 20
(Questions on Unit-2)
- OR**
- Q. 2) Answer any TWO of the following. (Semester-4) 20
(Questions on Unit-2)
- Q. 3) Objective questions (Any Ten) 20
(Questions on Unit-3: Do as directed./ Fill in the blanks./ MCQs etc.)
- Q. 4) Objective questions (Any Ten) 20
(Questions on Unit-4: Do as directed./ Fill in the blanks./ MCQs etc.)

Class: SY
Subject: English
Generic/ Open Electives
(For Commerce Faculty)
Prescribed Text: *Business English*
(Board of Editors) Orient BlackSwan, 2025

Name of the Faculty:	Humanities
Name of the B.O.S.:	English
Name of the Course:	GE/OE
Name of the Subject:	Business English
Year and Semester:	Semester Pattern
Number of Credits:	Semester- III (2T) Semester IV- (2P)

Rationale:

Proficiency in Business English is essential for career advancement. It is imperative that students expand their vocabulary and understanding of Business English if they want to operate efficiently in a global setting. In general, mastering Business English will create new job opportunities and open many doors. There is a vast selection of English language courses, all of which help students develop their English skills. However, Business English is a specialized subset of English that focuses on the corporate vocabulary most commonly used in the business sector. It is a crucial skill for professionals in the global business sphere. This course covers language and expressions used in business and professional settings, including business writing, delivering presentations, expressing viewpoints, negotiating, leading and participating in meetings, workshops, and seminars, as well as content writing for business purposes. Additionally, the course addresses building professional relationships, working in teams, traveling for business, and preparing for interviews.

Course Outcomes (COs):

At the end of the course, the learner will be able to:

CO 1: participate in business communication effectively

CO 2: negotiate with the clients

CO 3: write business letters, emails, memos etc.

CO 4: conduct or participate in business meetings, workshops, exhibitions, forums etc. and

CO 5: prepare content for various business purposes

Semester III 2 Theory Credits

Semester	III
Vertical	GE/OE
Course Code	OE201ENG
Course title	Business English
Prescribed Text	<i>Business English</i> (Board of Editors) Orient BlackSwan, 2025
Credit	2 (T)
Total Hours	30 hours
Internal marks	15
External Marks	35
Unit I	Business Communication
Unit II	Business Correspondence

Course Contents:

Unit I: Business Communication

15 Hours

- a) Small talk and Turn Taking
- b) Telephonic communication
- c) Negotiating with the clients
- d) Business presentations

Unit II: Business Correspondence

15 Hours

- a) Business letters and Emails
- b) Report Writing
- c) Writing agenda and minutes of the meeting
- d) Writing Memos

Semester IV 2 Practical Credits

Semester	IV
Vertical	GE/OE
Course Code	OE251ENG
Course title	Business English
Prescribed Text	<i>Business English</i> (Board of Editors) Orient BlackSwan, 2025
Credit	2 (P)
Total Hours	60 hours
Internal marks	15
External Marks	35
Unit I	Use of English in the following contexts
Unit II	English for Business Purposes

Course Contents

60 Hours

Unit I: Use of English in the following contexts

- a) Meetings
- b) Workshops and Seminars
- c) Exhibition
- d) Business Forums

Unit II: English for Business Purposes

Advertising in English:

- a) English for Marketing
- b) Content Writing for Pamphlets, Brochures, Hoardings etc.
- c) English for Export and Import

Some Suggestions for Practical Tasks:

These suggestions serve only as guidelines. Teachers are free to employ other relevant practical tasks to cover these topics.

Practical Tasks for Unit I

1. Meetings:

- Activity: Conducting mock business meetings with designated roles (chairperson, secretary, participants).

2. Workshops and Seminars:

- Activity: Writing a summary and report of a seminar or workshop.

3. Exhibitions:

- Activity: Designing and presenting a business exhibition stall with product descriptions.

4. Business Forums:

- Activity: Panel discussions or debates on current business trends.

Practical Tasks for Unit II

5. Advertising in English:

- Activity: Designing an advertisement campaign for a product or service.

6. English for Marketing:

- Activity: Writing a sales pitch and product description.

7. Content Writing for Pamphlets, Brochures, and Hoardings:

- Activity: Designing marketing content for business promotions.

8. English for Export and Import:

- Activity: Drafting an export/import business proposal or email correspondence.

Question paper Pattern

(35-Semester-End Exam & 15-Internal Evaluation)

SEMESTER-III

OE/GE- Title of the Paper: Business English (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	02 (T)
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

c) Internal Evaluation

Total Marks: 15

- Practical Journal/ Project/ Home assignments/Written test

Marks – 10

- Oral test/ Presentation on the given project/ topic

Marks – 05

d) Semester-End Exam Question Paper Pattern

Hours: 2 hrs

Marks: 35

Q. 1) Attempt the following: (Any Two)
(Task based questions on Unit 1)

10

Q. 2) Attempt the following: (Any Two)
(Task based questions on Unit 2)

10

Q.3) Attempt the following: (Any Three)
(Task based questions on Unit 1 and 2)

15

Question Paper Pattern

(35-Semester-End Exam & 15-Internal Evaluation)

SEMESTER-IV

OE/GE- Title of the Paper: Business English (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	02 (P)
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

c) Internal Evaluation

- Task-based project /Assignment
- PPT Presentation on a given topic

Total Marks: 15

Marks- 10

Marks- 05

d) Semester-End Exam Evaluation

Total Marks: 35

Component 1: Watch a video/audio and identify the contextual use of Business English on Unit 3

10 Marks

Component 2: Task Based Activity on Unit 4

10 Marks

Component 3: Application based Pair/Group Activity on Unit 3 and 4

15 Marks

Note: The examiner assigns activities and tasks to assess the use of Business English.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.

Class: SY
Subject: English
Generic/ Open Electives
(For Science Faculty)
Prescribed Text: *English for Information Technology*
(Board of Editors) Orient BlackSwan, 2025

Name of the Faculty:	Humanities
Name of the B.O.S.:	English
Name of the Course:	GE/OE
Name of the Subject:	English for Information Technology
Year and Semester:	Semester Pattern
Number of Credits:	Semester- III (2T) Semester IV- (2P)

Course Outcomes (COs):

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

CO1. Understand IT Terminology & Communication Styles

CO2. Demonstrate familiarity with key IT-related vocabulary and jargon.

CO3. Differentiate between formal and informal communication in IT contexts.

CO4. Develop Reading & Comprehension Skills for IT

CO5. Analyse and extract key information from technical manuals, software documentation, and IT research papers.

CO6. Enhance Technical & Professional Writing Skills.

CO7. Apply cross-cultural communication skills in a global IT environment.

Semester III 2 Theory Credits

Semester	III
Vertical	GE/OE
Course Code	OE202ENG
Course title	English for Information Technology

Prescribed Text	<i>English for Information Technology</i> (Board of Editors) Orient BlackSwan, 2025
Credit	2 (T)
Total Hours	30 hours
Internal marks	15
External Marks	35
Unit I	Basics of IT Communication
Unit II	Reading and Comprehension of IT Texts

Course Contents:

Unit I: Basics of IT Communication

15 Hours

- Understanding IT Terminology and Jargon
- Types of IT Communication: Formal vs. Informal
- Commonly Used Phrases and Expressions in IT
- Effective Email Writing for IT Professionals

Unit II: Reading and Comprehension of IT Texts

15 Hours

- Reading Technical Manuals, Reports, and Research Papers
- Understanding Software Documentation and User Guides
- Identifying Key Information in IT Articles
- Summarizing and Paraphrasing Technical Content

Semester IV 2 Practical Credits

Semester	IV
Vertical	GE/OE
Course Code	OE252ENG
Course title	English for Information Technology
Prescribed Text	<i>English for Information Technology</i>

	(Board of Editors) Orient BlackSwan, 2025
Credit	2 (P)
Total Hours	60 hours
Internal marks	15
External Marks	35
Practical	
Unit I	Essential Writing Skills for IT Professionals
Unit II	Oral Communication and Presentation Skills

Course Contents 60 Hours

Unit I: Essential Writing Skills for IT Professionals

- Writing Technical Reports and Proposals
- Writing User Manuals and Product Descriptions
- Preparing Project Documentation
- Writing IT Blog Posts and Articles

Unit II: Oral Communication and Presentation Skills

- Giving Technical Presentations
- Explaining IT Concepts to Non-Technical Audiences
- Handling IT Support Conversations and Client Communication
- Conducting effective virtual meetings.

Practical based on units:

Unit I: Writing Skills for IT Professionals

- Task 1: Drafting a simple user guide for an application or software.
- Task 2: Writing a short technical report on a software tool.
- Task 3: Creating an IT blog post or tutorial on a trending topic.

Unit II: Oral Communication and Presentation Skills

- Task 1: Giving a short presentation on an IT-related topic.
- Task 2: Simulating a client meeting (explaining a project to a non-technical client).
- Task 3: Participating in a mock virtual meeting using video conferencing tools.

Question Paper Pattern

(35-Semester-End Exam & 15-Internal Evaluation)

SEMESTER–III

OE/GE

Title of the Paper: English for Information Technology (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	02 (T)
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

e) Internal Evaluation

Total Marks: 15

- Practical Journal/ Project/ Home assignments/Written test

Marks – 10

- Oral test/ Presentation on the given project/ topic

Marks – 05

f) Semester-End Exam Question Paper Pattern

Hours: 2 hrs

Marks: 35

Q. 1) Attempt the following: (Any Two)
(Task based questions on Unit I)

10

Q. 2) Attempt the following: (Any Two)
(Task based questions on Unit 2)

10

Q.3) Attempt the following: (Any Three)
(Task based questions on Unit 1 and 2)

15

Question paper Pattern

(35-Semester-End Exam & 15-Internal Evaluation)

SEMESTER-IV

OE/GE

Title of the Paper: English for Information Technology (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	02 (P)
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

e) Internal Evaluation

- Task-based project /Assignment
- PPT Presentation on a given topic

Total Marks: 15

Marks- 10

Marks- 05

f) Semester-End Exam Evaluation

1. Practical Components on Unit 3
2. Practical Components on Unit 4
3. Application based Pair/Group Activity

Total Marks: 35

10 Marks

10 Marks

15 Marks

Based on Practical components of Unit 3 and 4

Note: The examiner assigns activities and tasks to assess the use of Business English.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.

Class: SYBA
Subject: English

Skill Enhancement Course (SEC)
Title of the Paper: English for Advertisement
Prescribed Text: *English for Advertisement*
(Board of Editors) Orient Blackswan, 2025

Name of the Faculty: Humanities
Name of the B.O.S.: English
Name of the Course: Skill Enhancement Course (SEC)
Name of the Subject: English for Advertisement
Year and Semester: Semester Pattern
Number of Credits: Semester- IV (2P)

Objectives:

1. To enhance students' ability to craft compelling and persuasive written content for advertising
2. To foster creativity and innovation in advertisement writing
3. To build technical and writing skills for various advertising platforms

Course Outcomes (COs):

CO1: The learners will have developed proficiency in persuasive writing for advertising.
CO2: Students will be able to demonstrate creative thinking and innovative approaches in advertising.
CO3: The learners will be able to write for different advertising platforms while applying their analytical skills to understand the market and audience.

Semester IV 2 Practical Credits

Semester	IV
Vertical	Skill Enhancement Course (SEC)
Course Code	SEC251ENG
Course title	English For Advertisement
Prescribed Text	<i>English For Advertisement</i> (Board of Editors) Orient BlackSwan, 2025
Credit	2 (P)

Total Hours	60 hours
Internal marks	15
External Marks	35
Unit I	Advertising and English language
Unit II	Writing for Advertising

Course Contents 60 Hours

Briefly introduce following units to students so that they will become familiar with the basics of the advertisement and the role of English in advertisements. This brief introduction is followed by practical based on these units.

Unit I: Advertising and English language

- Introduction to Advertising
- History and Evolution of Advertising
- Types of Advertising
- Importance and Role of English in Advertising
- Guidelines for Writing Advertisements in English

Unit II: Writing for Advertising

- Newspaper Advertisements
- Television Advertisements
- Radio Advertisements
- Internet Advertisements

Question paper Pattern
(35-Semester-End Exam & 15-Internal Evaluation)
SEMESTER-IV
SEC

Title of the Paper: English for Advertisement (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	02 (P)
Semester End Exam	35	14	
Total Marks	50	20	

Question Paper Pattern:

a) Internal Evaluation

Total Marks: 15

- Task-based Project /Assignment on the importance of advertisements, types of advertisements and the use of English in the advertisements (Marks- 10)
- Read a newspaper advertisement and make notes on the use of language, graphics and other components of the advertisement. (Marks- 05)

b) Semester-End Exam Evaluation

Total Marks: 35

Component 1: (Marks-10)

Write an advertisement for News Paper, Television, Radio and Internet.

Component 2: (Marks-10)

Oral examination based on the videos/audios of the advertisements to assess student's perception of the use of language and other components in the advertisements.

Component 3: (Marks-15)

Application-based Practical/Project in Pairs/Groups on Unit-1 and Unit-2

Note: The examiner assigns activities and tasks to assess the practicals.

The Semester-End Examination will be conducted jointly by an internal and an external university- appointed examiner.

Class: SYBA
Subject: English
Indian Knowledge System (IKS)

Name of the Faculty:	Humanities
Name of the B.O.S.:	English
Name of the Course:	Indian Knowledge System (IKS)
Name of the Subject:	Etymology of Indic Languages
Year and Semester:	Semester Pattern
Number of Credits:	Semester III (2T)

Rationale:

The Indian Knowledge System (IKS) is a crucial part of India's intellectual and cultural heritage, aligning with the National Education Policy (NEP) 2020, which emphasizes holistic, multidisciplinary, and experiential learning. Drawing on India's ancient wisdom, it integrates traditional values with contemporary knowledge, fostering a comprehensive understanding of the world. The present course is a very basic introduction of the Indic languages to students. It serves to introduce students to the rich language variety and the systems thereof that make India a cultural storehouse of several languages. The course contents of this paper are intended to rejuvenate and mainstream the study of Indian Languages through the introduction of historical development.

Course Outcomes (COs):

CO1. Students come to know about Indic languages

CO2. Students realize the rich linguistic diversity and repertoire of Indic languages

Semester III 2 Theory Credits

Semester	III
Vertical	IKS
Course Code	ENG200IKS
Course title	Etymology of Indic Languages
Credit	2 (T)
Total Hours	30
Internal Marks	15
External Marks	35
Unit I	Background to Indic Languages
Unit II	Introduction to Indic Languages

Course Contents: 30 Hours

Unit: I

Background to Indic Languages:

- a) Indo-European Family of Languages
- b) Multilingualism and Multiculturalism in India
- c) States and Languages in India
- d) Linguistic Diversity: Key Terms
Register, Dialect, Idiolect, Jargon, Polyglossia, Isogloss, Acculturation and Assimilation,
Language Acquisition, Fossilization of Language etc.

Unit: II

Introduction to Indic Languages:

- a) Indo-Aryan Languages
- b) Dravidian Languages
- c) Munda Languages
- d) Tibeto-Burman and Other Languages

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Question Paper Pattern
(35-Semester-End Exam. & 15-Internal Evaluation)
SEMESTER-III
IKS

Title of the Paper: Etymology of Indic Languages (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	02 (T)
Semester-End Exam.	35	14	
Total Marks	50	20	

Question Paper Pattern:

g) Internal Evaluation

Total Marks: 15

- Class Test/ Project/ Home Assignment/ Tutorial

Marks – 10

- Oral Exam./ Presentation on the given topic/ project

Marks – 05

h) Semester-End Exam. Question Paper Pattern

Hours: 2 hrs

Marks: 35

Q. 1) Attempt the following: (Any Two)
(Questions on Unit I)

10

Q. 2) Attempt the following: (Any Two)
(Questions on Unit 2)

10

Q.3) Attempt the following: (Any Three)
(Questions on Unit 1 and 2)

15



Savitribai Phule Pune University

(Formerly University of Pune)

Faculty of Humanities
[**Bachelor of Arts**]
Board of Studies in Economics

New Syllabus for Affiliated Colleges of SPPU
SYBA Economics
[Semester III & IV]

As per
National Education Policy 2020
[**NEP 2020**]

To be implemented from Academic Year 2025-26

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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.

Syllabus Designing Committee

SYBA - Economics, Semester – III & IV

Sr. No.	Name of Professor	BoS Member / Member
1	Dr. Sunil P. Ugale	Chairman
2	Dr. Surbhi Jain	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, Co-coordinator
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. Santosh Khanderao Dalavi	Member
17	Dr. Surekha Appasaheb Gaikwad	Member
18	Prof. Raghunath M. Ambekar	Member
19	Dr. Manisha K. Aher	Member
20	Dr. Deepak Pandharinath Sontakke	Member
21	Dr. Sandeep Baburao Abhang	Member
22	Dr. Ashok Vishwanath Ghorpade	Member
23	Dr. Gajanan Ganeshrao Kadam	Member
24	Dr. Samadhan Keshavrao Patil	Member
25	Dr. Sunil Dadaram Pawar	Member
26	Dr. Seema. R. Dabhade (Chavan)	Member
27	Dr. Subhash Sambhaji Agale	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 (P)	2 (T) + 2 (P)	2 (T) + 2 (P)	2 (T)	2 (T)	2 (T)	2 (T)	2	--	22
	II	2 (T) + 2 (P)	2 (T) + 2 (P)	2 (T) + 2 (P)	2 (P)	2 (P)	--	2 (T)	2	2	22
<p>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</p> <p>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.</p>											

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+2P]	-	[2T]	[2T]	[2FP]	[2T+2P]	[2T]	-	[2T]	-	2	22
	IV	[4T+2P]	-	[2P]	-	[2CEP]	[2T+2P]	[2P]	2 (P)	[2T]	-	2	22
UG Diploma		20	0	6	4	4	16	8	6	8	4	6	88
<p>Exit Option – Award of UG Diploma in Major with 88 Credits and an additional 4 Credits core NSQF course/Internship or Continue Major & Minor</p>													
5.5/300 [3 rd Year]	V	[8T+4P]	[2T+2P]	[2T]	-	[2FP/CEP]	[2T]	-	-	-	-	-	22
	VI	[8T+4P]	[2T+2P]	[2P]	-	[4OJT]	-	-	-	-	-	-	22
UG Degree		44	8	8	4	10	18	8	6	8	4	6	132
<p>Exit Option – Award of UG Degree in Major with 132 Credits or Continue Major & Minor</p>													
6.0/400 [4 th Year]	VII	[6T+4P]	[2T+2P]	-	-	[4RP]	4[RM][T]	-	-	-	-	-	22
	VIII	[6T+4P]	[2T+2P]	-	-	[8RP]	-	-	-	-	-	-	22
UG Honors with Research		68	16	8	4	22	22	8	6	8	4	6	176
<p style="text-align: center;">Four year UG Honors with Research Degree in Major and Minor with 176 credits</p>													

6.0/400 [4 th Year]	VII	[10T+4P]	[2T+2P]	-	-	-	4 [RM] [T]	-	-	-	-	-	22
	VIII	[10T+4P]	[2T+2P]	-	-	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 SYBA Economics – Semester III & IV

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+2P] 1. ECO 201 MJ - Micro Economics [4T] 2. ECO 202 MJP – Micro Economics - Practical [2P]	-	[2T] ECO 221 VSC – Financial Literacy [2T] or ECO 222 VSC – Basic Statistics [2T]	[2T] ECO 201 IKS – Economics of Koutilya [2T]	[2FP] ECO 231 FP – Socioeconomic Survey [2FP]	[2T+2P] 1. ECO 241 MN - Public Economics [2T] 2. ECO 242 MNP - Public Economics - Practical [2P]	[2T] OE 201 ECO - Introduction to Stock Market [2T]	-	[2T]	-	2	22
	IV	[4T+2P] 1. ECO 251 MJ – Macro Economics [4T] 2. ECO 252 MJP – Macro Economics - Practical [2P]	-	[2P] ECO 271 VSC – Financial Literacy - Practical [2P] or ECO 272 VSC – Basic Statistics - Practical [2P]	-	[2CEP] ECO 281 CEP -3 Community Engagement [2CEP]	[2T+2P] 1. ECO 291 MN - Banking and Finance [2T] 2. ECO 292 MNP – Banking and Finance - Practical [2P]	[2P] OE 251 ECO - Analysis of Stock Market - Practical [2P]	[2P]	[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													

Abbreviations

1. **ECO** – Economics
2. **MJ** – Major
3. **MJP** - Major 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 Programme / Service
11. **MN** – Minor
12. **MNP** – Minor Practical
13. **OE** – Open Elective / **GE** – Generic Elective
14. **OEP** – Open Elective Practical
15. **SEC** - Skill Enhancement Course
16. **AEC** – Ability Enhancement Course
17. **VEC** – Value Education Course
18. **CC** - Co-curricular Courses
19. **DSC** - Discipline Specific Course
20. **RM** – Research Methodology
21. **RP** – Research Project

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. Question Paper Pattern for Semester End Examination

Time - 3 Hours, 4 Credit Course, 70 Marks

- 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. Question Paper Pattern for Semester End Examination

Time - 2 Hours, 2 Credit Course, 35 Marks

- 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 / Field Project

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
- vi. Oral test
- vii. Group Discussion
- viii. Open Book Test
- ix. Study Tour
- x. Written Test – [*Written test is mandatory*]
- xi. PPT presentation
- xii. Field Visit
- xiii. Industrial Visit
- xiv. Viva Voce

Revised Syllabus as per NEP 2020
SYBA - ECONOMICS

Semester III - Courses List

Sr. No.	Subject Type	Course Code & Title	Credits		
			Theory	Practical	Total
1	MJ – Major Core	1. ECO 201 MJ - Micro Economics [4T]	4	-	4
2		2. ECO 202 MJP – Micro Economics - Practical [2P]	-	2	2
3	VSC – Vocational Skill Course	ECO 221 VSC – Financial Literacy [2T] or ECO 222 VSC – Basic Statistics [2T]	2	-	2
4	IKS – Indian Knowledge System	ECO 201 IKS – Economics of Koutilya [2T]	2	-	2
5	FP – Field Project	ECO 231 FP – Socioeconomic Survey [2FP]	-	2	2
6	MN – Minor Subject	1. ECO 241 MN - Public Economics [2T]	2	-	2
7		2. ECO 242 MNP – Public Economics - Practical [2P]	-	2	2
8	OE – Open Elective	OE 201 ECO – Introduction to Stock Market [2T]	2	-	2
Total			12	06	18

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

Syllabus: ECO 201 MJ - Micro Economics [4T]

Class: S.Y.B.A. Economics

Semester: III

Course Type: Credits Related to Major – Major Core

Course Code: ECO 201 MJ

Course Name: Micro Economics

No. of Credits: 4 Credits [Theory]

No. of Hours: 60 Hours

Total Marks: 100 Marks

Preamble –

Microeconomics is a fundamental branch of economics that examines how individuals, households, and firms make decisions to allocate limited resources to complete unlimited needs. This course provides a structured understanding of key economic principles, including demand and supply, market structures, consumer and producer behaviour, and resource allocation efficiency. The study of microeconomics equips students with analytical tools to evaluate economic decisions, optimize resource utilization, and understand the implications of government policies. By exploring real-world case studies and theoretical models, students will develop critical thinking skills applicable to business, finance, and policymaking. This course is designed for students seeking to build a strong foundation in economic reasoning and decision-making. It lays the groundwork for advanced economic studies and professional applications in various industries.

Course Outcomes –

After successfully completing this course, students will be able to:

- CO1:** Describe basic economic problems and look towards the economy with the micro economic approaches.
- CO2:** Interpret concepts related to utility, demand and supply in market.
- CO3:** Analyse process of production in economy, laws and variables related to the production function.
- CO4:** Demonstrate various forms of market and price determination concept of firm.
- CO5:** Understand the income distribution of Factors (rent, wages, interest and profit).

UNITS AND CONTENTS

Unit No.	Unit Title & Contents	Hours
1	1. Introduction of Micro Economics	12
	1.1 - Meaning, Nature, Scope, Importance and Limitations of Micro Economics	

	1.2 - Utility : Concepts, Characteristics and Types	
	1.3 - Cardinal Utility Approach: Law of Diminishing Marginal Utility, Concept of Consumer Surplus	
	1.4 - Ordinal Utility Approach: Meaning and Properties of Indifference Curve	
2	2. Demand, Supply and Production Analysis	12
	2.1 - Demand: Concepts, Law of Demand and Determinants of demand, Concepts of Elasticity	
	2.2 - Supply: Concepts, Law of Supply and Determinants of Supply	
	2.3 - Production Function: Concepts and Characteristics	
	2.4 - The Law of Variable Proportions, Law of Return to Scale	
3	3. Market Structure	18
	3.1 - Market: Meaning and Classification of Markets	
	3.2 - Perfect Competition: Characteristics, Short Run and Long Run Equilibrium of Firm and Industry	
	3.3 - Monopoly: Characteristics, Short Run and Long Run Equilibrium, Concept and Types of Price Discrimination	
	3.4 - Monopolistic Competition: Characteristics, Short Run and Long Run Equilibrium. Selling Cost	
	3.5 - Oligopoly and Duopoly: Meaning and Characteristics.	
4	4. Factors Pricing	18
	4.1 - Marginal Productivity Theory of Distribution	
	4.2 - Rent: Ricardian Theory of Rent, Modern Theory of Rent, and Concept of Quasi Rent	
	4.3 - Wages: Modern Theory of Wages, Back Bending Supply Curve of Labour	
	4.4 - Interest: Liquidity Preference Theory of Interest, Loanable Fund Theory	
	4.5 - Profit: Risk and Uncertainty Theory, Innovation Theory of Profit	

References –

1. Ahuja H.L. (2014), 'Advanced Economic Theory', S. Chand and Company Ltd., New Delhi.
2. Dominic Salvator (2012), 'Principles of Micro Economics', 5th edition, Oxford University Press, Oxford.
3. John B. Taylor & Akila Weerapana, (2011), 'Principles of Economics', 7th Edition, Cengage Learning, India, New Delhi.
4. Koutsoyiannis, A. (1979), 'Modern Microeconomics', 2nd Edition, Macmillan Press, London.
5. Lipsey, R.G. and Chrystal K.A, (1999), 'Principles of Economics', 9th edition Oxford University Press, Oxford.
6. Mankiw, N. Gregory (2008), 'Principles of Microeconomics', 5th Edition, Cengage Learning India, New Delhi.
7. Pindyck and Rubinfeld (2022), 'Micro Economics, Pearson Education', Pearson Education, Noida.
8. Samuelson, P.A. and W.D. Nordhaus (2019), 'Economics', 20th edition Tata McGraw Hill, New Delhi.
9. देशमुख राम (2008), 'आधुनिक उच्चतर आर्थिक सिद्धांत', विद्या प्रकाशन, नागपूर
10. पाटील कृष्णराव (1920), 'उच्चतर आर्थिक सिद्धांत', श्री मंगेश प्रकाशन, नागपूर
11. शिंदे एम.एन: (2003), 'सूक्ष्मलक्षी अर्थशास्त्र', अजित पब्लिकेशन, इस्लामपूर
12. चव्हाण एन.एल (2015), 'प्रगत सूक्ष्मलक्षी अर्थशास्त्र', प्रशांत पब्लिकेशन, जळगाव
13. उगले एस. पी., गायकवाड ए. ए., सावंत एस. जी. आणि इतर (2024), 'सूक्ष्मलक्षी आर्थिक विश्लेषण', निराली प्रकाशन, पुणे

Syllabus: ECO 202 MJP - Micro Economics – Practical [2P]

Class: S.Y.B.A. Economics

Semester: III

Course Type: Credits Related to Major – Major Core

Course Code: ECO 202 MJP

Course Name: Micro Economics - Practical

No. of Credits: 2 Credits [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble –

The Microeconomics Practical syllabus is designed to provide hands-on experience in applying microeconomic principles to real-world scenarios. This course emphasizes the practical implementation of economic theories through data analysis, case studies, experiments, and simulations. Students will engage in activities such as demand and supply analysis, cost and revenue calculations, market structure assessments, and consumer behaviour studies. Practical exercises will include graphical representations, statistical tools and numerical examples to analyse economic trends and decision-making processes. By the end of the course, students will develop analytical and problem-solving skills essential for economic research, business strategy, and policy evaluation. This practical approach bridges the gap between theoretical knowledge and its application, preparing students for careers in economics, finance, and management.

Course Outcomes –

After successfully completing this course, students will be able to:

- CO1:** Understand and apply key economic concepts and principles to real-world economic scenarios.
- CO2:** Acquire proficiency in understanding form of microeconomic relationship
- CO3:** Analyse market behaviour, consumer choices, production, and cost structures using economic models.
- CO4:** Present economic analysis and findings effectively through written reports and presentations.
- CO5:** Enhance critical thinking and problem-solving abilities related to economic issues.

UNITS AND CONTENTS

Unit No.	Unit Title & Contents of Practical	No of Practical
1	1. Tools of Economic Analysis	05
	1.1 - Tools of Economic Analysis: Meaning, Types and Importance	
	1.2 - Functional Relationship: Definition and Features	
	1.3 - Equations: Meaning and Types	
	1.4 - Schedules & Graphs: Definition, Merit and Demerits	
2	2. Elasticity of Demand and Supply	05
	2.1 - Elasticity of Demand : Concepts and Types I) Price Elasticity of Demand: Meaning, Concepts, Types and Measurement- Numerical Problems II) Income Elasticity of Demand: Meaning, Concepts, Types and Measurement- Numerical Problems III) Cross Elasticity of Demand: Meaning, Concepts, Types and Measurement- Numerical Problems	
	2.2 - Elasticity of Supply: Concepts, Types and Numerical Problems	
3	3. Cost and Revenue Concepts	05
	3.1 - Cost Concepts: Total Cost, Average Cost, Marginal Cost, Fixed & Variable Cost - Numerical Problems, Short Run and Long Run Cost Curves- Graphical Presentation	
	3.2 - Revenue Concepts: Total Revenue, Average Revenue, Marginal Revenue and Their Relationship - Numerical Problems	
	3.3 - Revenue Curves: Perfect and Imperfect Competition - Graphical Presentation	
Total		15

***Note: (01 practical = 04 Hours)**

- Note:** 1. We may include Case Studies, Numerical Examples- Problems and Graphical Representations for unit 1 to 3.
2. Students should prepare the Practical Work Book.

Practical Assessment – 50 Marks, 02 Credits

Sr. No.	Assessment Type	Marks
1	Internal Assessment – - Choose any three tools	15
2	External Assessment – - Practical Book/Journal – - Oral - - Practical Exam -	05 10 20
Total Marks		50

References –

1. Ahuja H.L. (2014) 'Advanced Economic Theory', S. Chand and Company Ltd., New Delhi.
2. Dominic Salvator (2012), 'Principles of Micro Economics', 5th edition, Oxford University Press, Oxford.
3. John B. Taylor & Akila Weerapana, (2011), 'Principles of Economics', 7th Edition, Cengage Learning, India, New Delhi.
4. Koutsoyiannis, A. (1979), 'Modern Microeconomics', 2nd Edition, Macmillan Press, London.
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6. Mankiw, N. Gregory (2008), 'Principles of Microeconomics', 5th Edition, Cengage Learning India, New Delhi.
7. Pindyek and Rubinfeld (latest edition) 'Micro Economics', Pearson Education, New Delhi.
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11. चव्हाण एन. एल (2015), 'सुक्ष्मलक्षी अर्थशास्त्र', प्रशांत पब्लिकेशन, जळगाव.
12. मिश्र जे. पी. (2018), 'गणितीय अर्थशास्त्र', साहित्य भवन पब्लिकेशन, आग्रा.

Syllabus: ECO 221 VSC - Financial Literacy [2T]

Class: SYBA Economics

Semester: III

Course Type: Credits Related to Major – Vocational Skill Course

Course Code: ECO 221 VSC

Course Name: Financial Literacy

No. of Credits: 02 [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble –

The NEP-2020 has adopted holistic and multidisciplinary approach towards undergraduate education. Financial literacy empowers individuals with the knowledge and skills to manage personal finances effectively. It involves understanding budgeting, saving, investing, debt, insurance, and financial decision-making. This subject also explores financial systems, markets, and regulatory bodies. Emphasis is placed on practical application, ethical choices, and using digital tools in today's evolving economic and financial environment.

Course Outcomes –

- CO1:** This course equips learners with a comprehensive understanding of the structure and components of financial systems.
- CO2:** It enables students to manage personal finances effectively, including debt, investments, and insurance planning.
- CO3:** Learners will evaluate global financial frameworks and compare them with India's financial environment.
- CO4:** The course explains the roles and responsibilities of regulatory bodies such as the RBI and SEBI.
- CO5:** It emphasizes ethical financial decision-making and the practical use of digital tools for budgeting, investing, and ensuring cyber security.

UNITS AND CONTENTS

Unit No.	Unit Title & Contents	Hours
1	1. Financial Literacy	15
	1.1 - Financial Literacy: Meaning, Importance and Components of Financial Literacy	

	1.2 - Types of Bank Accounts, KYC Norms and Services offered by Banks	
	1.3 - Small Financial Institutions: Nature & Functions	
	1.4 - Digital Finance: Meaning, Benefits, Frauds & Precautions in Digital Finance	
2	2. Financial Services	15
	2.1 - Saving: Meaning & Importance, Types of Saving, and Rates of Interest	
	2.2 - Investment: Meaning & Importance, Areas of Investment and Portfolio Management	
	2.3 - Types of Loan & Interest Rates, CIBIL Score	
	2.4 - Risks Involved in Saving & Investments and its Management	
	2.5 - Household Finance: Financial Goals, Budget	
	2.6 - Provision of Old Age Finance, Pension Schemes	
	2.7 - Insurance: Meaning & Importance, Types of Insurance: Health, Life, General, Term, Crop. etc.	

References –

- 1) Bhattacharyya, D. (2014). 'Financial literacy: A critical review' . Indian Journal of Finance, 8(4), 26-35.
- 2) Kumar, S. (2019), 'Understanding financial literacy in India' , Journal of Financial Education and Research, 10(2), 45-58.
- 3) Gupta, P. (2017), 'Budgeting and financial planning for Indian households' , International Journal of Economics and Studies, 14(3), 101-111.
- 4) Mishra, S. (2020). 'Personal budgeting in India: A strategic approach' , Journal of Financial Planning and Management, 12 (4), 23-40.
- 5) Sinha, A., & Patel, R. (2018), 'Saving and investment strategies in India' , Indian Journal of Investment Studies, 7(1), 15-29.
- 6) Sharma, P. (2019), 'Understanding the investment climate in India' , Journal of Indian Economy and Finance, 15(2), 67-75.

Syllabus: ECO 222 VSC - Basic Statistics [2T]

Class: SYBA Economics

Semester: III

Course Type: Credits Related to Major – Vocational Skill Course

Course Code: ECO 222 VSC

Course Name: Basic Statistics

No. of Credits: 02 [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble –

The New Education Policy, 2020 (NEP-2020) aims at introducing skill-based courses in various faculties. From this point of view, this course provides some basic knowledge and skill to the students regarding the fundamental concepts in statistics. The fundamental concepts in statistics are applicable in daily economics of all the sectors of an economy. This course will benefit the students in terms of strengthening the statistical base which is an essential skill in today's era.

Course Outcomes –

After completing this course the students will be able to:

CO1: Understand basic concepts of statistics

CO2: Develop statistical skills which are required to work in every sector of an economy.

CO3: Apply basic statistical tools to analyse economics performance of various sectors of the economy

CO4: Apply basic statistical tools to understand trends in various sectors of the economy.

CO5: Apply basic statistical tools in their research and project analysis.

UNITS AND CONTENTS

Unit No.	Unit Title & Contents	Hours
1	1. Basic Concepts in Statistics	15
	1.1 - Data: Meaning & Types, Population, Census, Sample	
	1.2 - Descriptive Statistics & Inferential Statistics	

	1.3 - Parameters & Statistics	
	1.4 - Collection of Data: Objectives & Scope of Data, Statistical Unit	
	1.5 - Sources of Data, Methods of Data Collection, Measurement of Data – Nominal Level, Ordinal Level, Interval Level, Ratio	
	1.6 - Classification of Data: Functions & Rules	
	1.7 - Frequency Distribution: Meaning, Stages of Frequency Distribution	
	1.8 - Tabulation: Meaning, Parts of Tabulation	
2	2. Data Processing	15
	2.1 - Meaning & Concepts	
	2.2 - Arithmetic Mean & Weighted Arithmetic Mean	
	2.3 - Concept of Mode	
	2.4 - Concept of Median	
	2.5 - Dispersion: Meaning & Importance	
	2.6 - Range	
	2.7 - Quartile, Mean, Standard Deviation	
	2.8 - Graphical Presentation of Data: Diagrams & Graphs, Types of Diagrams, Rules for Graphs, Limitations	

References -

1. S.C. Gupta (2009), 'Fundamental of Statistics', Himalaya Publishing House, Mumbai.
2. Ken Black, (2010), 'Business Statistics', John Wiley and Sons Inc, USA.
3. Hooda R.P. 'Statistics for Business and Economics', S. Chand Publication, New Delhi.
4. Pawan Taneja (2011), 'Statistics for Business and Economics', Rajat Publications, Delhi.

Syllabus: ECO 201 IKS - Economics of Kautilya [2T]

Class: SYBA Economics

Semester: III

Course Type: Credits Related to Major – Indian Knowledge System

Course Code: ECO 201 IKS

Course Name: Economics of Kautilya

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble –

The economics of Kautilya, as presented in his ancient treatise Arthashastra, focuses on the role of the state in ensuring prosperity, order, and justice in society. Kautilya emphasized that economic strength is the foundation of a strong kingdom, and it is the ruler's duty to manage resources wisely, promote agriculture, trade, and industry, and ensure fair taxation. His economic ideas blend wealth creation with ethical governance, highlighting that the welfare of the people is the true purpose of the state.

Course Outcome:

After Learning this course Students will be able to;

- CO1:** Understand the background, structure of Arthashastra, and Kautilya's vision about the state.
- CO2:** Study governance and economy in Arthashastra and contemporary relevance of thoughts of Kautilya.
- CO3:** Understand economic policies, trade, and finance in Kautilya's Arthashastra
- CO4:** Learn the historical background of Arthashastra and role of Kautilya as an economist.
- CO5:** Understand Indian Economy at time of Kautilya and Contemporary Relevance of his thoughts.
- CO6:** Understand the macroeconomic policies and finance in Arthashastra.

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. Introduction of Kautilya's Arthashastra	15
	1.1 - Kautilya's Role as an Economist	
	1.2 - Historical Background of Kautilya's Arthashastra	
	1.3 - Kautilya's Vision for an Ideal / Welfare State	
	1.4 - Society and Social Life in Kautilya's Period	
	1.5 - Saptang Theory of the State System and the Importance of Kosha (Treasury)	
	1.6 - The Economy During Kautilya's Period	
2	2. Kautilya's Arthashastra: Trade and Policies	15
	2.1 - Businesses During Kautilya's Period	
	2.2 - Kautilya's Views on Public Finance: Public Revenue, Public Expenditure, Budget and Debt	
	2.3 - Kautilya's Perspective on Monetary System	
	2.4 - Kautilya's Approach to Trade and Commerce in Economic System	
	2.5 - Contemporary Relevance of Kautilya's Arthashastra	

References

1. Balbir Singh Sihag. (2014). '*Kautilya – The true founder of economics*'. Vitasta Publishing House.
2. Deodhar, S. Y. (2019). '*Economic sutra: Ancient Indian antecedents to economic thought*'. IIM-Ahmedabad Book Series, Penguin Publications.
3. Ganapati Shastri, T. (1924). '*Kautiliya Arthashastra*'. Govt Press, Trivandrum.
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5. Kangle, R. P. (1965). '*Kautilya Arthashastra (Pt III)*'. Motilal Banarsidass.
6. Kautilya (2012). '*Kautilya's Arthashastra – The way of financial management and economic governance*'. Jaico Publishing House.

7. Kulkarni, K. (2002). '*Kautilya's Arthashastra – Relevance to Indian economy*'. Think Line, Nasik (MS).
8. Mehta, U., & Thakur. (1980). '*Kautilya and his Arthashastra*'. Chand and Company.
9. Rangarajan, L. N. (1992), '*Kautilya, The Arthashastra*'. Penguin Books Ltd, London.
10. Tripathi, R. (1991). '*Kautilya's Arthashastra and the modern world*', Pratibha Prakashan.
11. Vacaspati Gairola, S. (2013). '*Arthashastra of Kautilya*', Chaukhambha Vidyabahavan.
12. कुलकर्णी कल्याण (२०१४), 'कौटिलीय अर्थशास्त्र आणि आधुनिक भारतीय अर्थव्यवस्था', विहंग प्रकाशन, पुणे.
13. मिरासदार मंगला (२०११), 'कौटिलीय अर्थशास्त्र एक अध्ययन', सुपर्ण प्रकाशन, पुणे.
14. कंगले र.प. (१९८२), 'कौटिलीय अर्थशास्त्र', महाराष्ट्र राज्य साहित्य संस्कृति मंडळ, पुणे.
15. शेंडे सोपान (२०२१), 'कौटिल्याचे अर्थशास्त्र- राज्य, समाज आणि जीवन दर्शन', मैत्री पब्लिकेशन, पुणे.

Web References

1. <https://www.idsa.in/system/files/monograph/monograph47.pdf>
2. <https://econpapers.repec.org/article/dseindecr/v:35:y:1996:i:1:p:101-108.htm>
3. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3132202
4. <https://www.researchgate.net/publication/323923178>
5. <https://www.cprgindia.org/wp-content/uploads/2024/02/Kautilya.pdf>
6. <https://www.researchgate.net/publication/24067307>
7. <https://www.google.com/search?q=Murthy+Rooney+2018+Arthashastra+Journal+of+Business+Ethics>
8. <https://ijnrd.org/papers/IJNRD2210014.pdf>
9. <https://www.jstor.org/stable/29793735>
10. <https://link.springer.com/article/10.1007/s11407-009-9070-7>

Syllabus: ECO 231 FP - Socioeconomic Survey [2FP]

Class: S.Y.B.A. Economics

Semester: III

Course Type: Credits Related to Major – Field Project

Course Code: ECO 231 FP

Course Name: Socioeconomic Survey

No. of Credits: 02 [Field Project]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble –

The Field Project is designed to provide students with hands-on experience in applying theoretical knowledge to real-world problems. Through active engagement in research, data collection, analysis, and solution development, students will enhance their practical skills, critical thinking, and problem-solving abilities. This project bridges the gap between classroom learning and professional practice, preparing students for careers in academia, industry, and public service.

The field project emphasizes collaboration, innovation, and ethical responsibility. Students are expected to demonstrate initiative, independence, and academic rigor throughout the project. At the conclusion of the project, students will present their findings through comprehensive reports and presentations, showcasing their ability to contribute meaningfully to their field of study.

Course Outcomes –

After successfully completing this course, students will be able to:

CO1: Conduct a scientific survey

CO2: Captivate Survey methods

CO3: Understand local issues/community needs

CO5: Learn social values

UNITS AND CONTENTS

Unit No.	Unit Title & Contents of Field Project	Hours
1	1. Field survey	30
	1.1 - Methods of field survey	
	1.2 - Field visits	
	1.3 - Pilot survey	

	1.4 - Observation	
	1.5 - Sampling	
2	2. Report writing	30
	2.1 - Review	
	2.2 - Methods of presentation – Classification, Tabulation, Graphs, Equation, Function, Integration	
	2.3 - Interpretations	

General Guidelines:

- Students need to select a topic of survey on a local issue.
- Student has to take approval of the topic from Subject teacher.
- Students should confirm research methodology from Subject teacher.
- Student should write and submit a detail report on her/his field survey.

Field Project Assessment – 50 Marks; 02 Credits.

Sr. No.	Assessment Type	Marks
1	Internal Assessment –	15
	- Preparation of Questionnaire/schedule	
	- Preparation of survey proposal	
2	External Assessment –	25
	- Survey report	
	- Oral	
Total Marks		50

References –

1. Cannell, Charles, Peter V. Miller (1981) 'Research on interviewing techniques', Sociological Methodology, 12: 389–437.
2. Kothari C. R, Gaurau Garg (2019) 'Research Methodology, Methods and Techniques', New Age International Publications,
3. Louis Morris (2013), 'Methods for the measurement of Socioeconomic change and development'
4. Michel Quinn patton (2002), 'Quantitative research and evaluation methods
5. William Labov (2014), Interviewing
- 6.

Syllabus: ECO 241 MN - Public Economics [2T]

Class: S.Y.B.A. Economics

Semester: III

Course Type: Minor

Course Code: ECO 241 MN

Course Name: Public Economics

No. of Credits: 02 [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble –

Public economics is the branch of economics that studies how governments raise revenue, allocate resources, and distribute income to improve the overall well-being of society. It explores the role of the government in the economy, focusing on taxation, public expenditure, and the design of policies that address market failures, inequality, and public goods. The goal of public economics is to understand how government intervention can promote economic efficiency, equity, and social welfare while maintaining fiscal responsibility.

Course Outcomes:

After completing this course, the students will be able to:

CO1: Understand the role of the state (government) in the economy.

CO2: Understand the relationships between an individual, society and the state.

CO3: Analyze how taxation and public expenditure influence economic efficiency, equity sustainability.

CO4: Assess fiscal policy tools in the context of growth, development, and contemporary challenges.

CO5: Develop analytical skills for evaluating real-world fiscal policies, budgets, and crisis responses.

UNITS AND CONTENTS

Unit No.	Unit Title & Contents	Hours
1	1. Introduction to Public Economics	15
	1.1 - Nature and Scope of public economics	
	1.2 - Market failure and the rationale for state intervention	

	1.3 - Public goods vs. Private goods, Merit goods	
	1.4 - Externalities and government intervention	
	1.5 - Relationship between an Individual, Society and a State	
	1.6 - Centre-State Financial Relations in India- Role of Finance Commission	
2	2. Public Revenue and Expenditure	15
	2.1 - Public Revenue & Expenditure – Meaning	
	2.2 - Overview of the Indian tax system	
	2.3 - Trends and Composition of public expenditure in India	
	2.4 - Public Debt- Types and Sources, and Public Deficit- macroeconomic implications and fiscal sustainability	
	2.5 - Government budgeting: Types and process	
	2.6 - Fiscal Policy in India	

References –

1. Buchanan, J.M., (1960), 'The Public Finances',
2. H.L. Bhatia, (2018), 'Public Finance', Vikas Publishing House, Noida.
3. M. Govinda Rao, (2001), 'Fiscal Decentralization in India', The Institute for Social and Economic Change, Bangalore.
4. Musgrave, R.A. & Musgrave, P.B., (2017), 'Public Finance in Theory and Practice', McGraw Hill Education, 5th edition.
5. Myles, G.D., (1995), 'Public Economics', Cambridge University Press
6. Rosen, H.S. & Gayer T., (2013), 'Public Finance', McGraw Hill Higher Education, 10th edition.
7. Stiglitz, J. E., & Rosengard J. K. (2015), 'Economics of the Public Sector', W W Norton & Co Inc, 4th edition.
8. Union Budget documents
9. Indian Economic Survey (latest)
10. Dhamdhare S.V. (2019), 'Sarvajanik Ayvay' (Marathi Edition), Dimond Publication, Pune.
11. Ugale S. P., Gaikwad A. A. & other, (2024) 'Sarvajanik Ayvay – I & II' (Marathi Edition), Nirali Prakashan, Pune.
12. Bhadane Jaywant R, (2020) GST Smart Taxation System, International Publication

Syllabus: ECO 242 MNP - Public Economics – Practical [2P]

Class: S.Y.B.A. Economics

Semester: III

Course Type: Minor

Course Code: ECO 242 MNP

Course Name: Public Economics - Practical

No. of Credits: 02 [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble –

Public economics is the branch of economics that studies how governments raise revenue, allocate resources, and distribute income to improve the overall well-being of society. It explores the role of the government in the economy, focusing on taxation, public expenditure, and the design of policies that address market failures, inequality, and public goods. The goal of public economics is to understand how government intervention can promote economic efficiency, equity, and social welfare while maintaining fiscal responsibility.

Course Outcome:

After completing this course, the students will be able to:

- CO1:** The learners will gain knowledge about public goods and merit Goods and government intervention.
- CO2:** The learners will learn about the importance of public Expenditure, its effects and about the various theories of public Expenditure.
- CO3:** The learners will also understand about the sources of public revenue and Public budget.
- CO4:** The learners will acquire knowledge about the role of fiscal policy in maintaining economic stability.

UNITS AND CONTENTS

Unit No .	Unit Title & Contents of Practical	No. of Practical
1	1. Public Expenditure	05
	1.1 – Public Expenditure: Meaning, Importance and Reasons of growth of public expenditure	

	1.2 - Revenue Expenditure and Capital Expenditure in India: Meaning and Difference, Analyze the trend	
	1.3 - Effects of public expenditure on production and distribution of income	
2	2. Public Revenue and Public Debt	05
	2.1 - Public Revenue: Sources and trend	
	2.2 - Tax GDP Ratio, Tax Buoyancy: Meaning	
	2.3 - Revenue deficit: Fiscal deficit, Primary deficit.	
	2.4 - Public debt: Meaning, Sources of public debt and Causes of Growth in Public Debt in India	
	2.5 - Effects of Public Debt on Indian Economy	
3	3. Public Policy	05
	3.1 - Social Welfare and Income Redistribution	
	3.2 - Fiscal policy and its instruments, Compensatory fiscal policy, Balanced budget multiplier	
	3.3 - Local Self Governments and Their Fiscal Policies	
	3.4 - Deficit financing: Meaning, advantages and disadvantages	
	Total Practical	15

***Note: (01 practical = 04 Hours)**

- Note:** 1. We may include Case Studies, Numerical Examples- Problems and Graphical Representations for unit 1 to 3.
2. Students should prepare the Practical Work Book.

Practical Assessment – 50 Marks; 02 Credits.

Sr. No.	Assessment Type	Marks
1	Internal Assessment – - Choose any three tools	15
2	External Assessment – - Practical Book / Journal - Oral - Practical Exam	05 10 20
Total Marks		50

References –

1. Musgrave, R.A and P.B. Musgrave, (1970), 'Public Finance in Theory and Practice', McGraw- Hill Book Company. Buchanan, J.M., the Public Finances, Richard D Irwin, Homewood.
2. Dalton, H., (1997), 'Principles of Public Finance', Allied Publishers, New Delhi.
3. Atkinson, A.B. and J.E. Stieglitz, (2015), 'Lectures on Public Economics', Princeton University Press
4. Choudhry, R.K., (2009), 'Public Finance and Fiscal Policy', Kalyani Publishers, New Delhi.
5. Jha, R., (2009), 'Modern Public Economics', Routledge, London.
6. Mishra, B., (1995), 'Economics of Public Finance', Macmillan India Limited, New Delhi.
7. Gupta J.R., (2007), 'Public Economics in India Theory and Practical', Atlantic Publications, New Delhi.

Syllabus: OE 201 ECO - Introduction to Stock Market [2T]

Class: SYBA Economics

Semester: III

Course Type: Open Elective – OE

Course Code: OE 201 ECO

Course Name: Introduction to Stock Market

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble-

Investment plays a very crucial role in overall economic development of a country. There are various ways to invest capital. Out of these stock market trading is an important option available for investors and entrepreneurs for capital investment. Though there is risk in this type of investment, the importance of such market for investment is growing day by day. Investors have a various option to invest in the stock market. The scope of stock market is increasing day by day. Students will study stock market analysis to understand the concept of stock market, working of stock market and regulation of stock market etc.

Course Learning Outcomes:

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

CO1: Understand the role and importance of Indian Stock Market Operations.

CO2: Apply and analyse the concept relevant to Indian stock markets

CO3: Start a stock market trading business.

Learning Objectives:

1. To develop the student's ability to deal with practical approach towards stock market operations.
2. To enable the use of study chart plans and candlesticks patterns.

UNITS AND CONTENTS

Unit No.	Unit Title and Contents	Hours
1	1. Introduction to Stock Markets in India	15
	1.1 – Origin and History of Indian stock market	

	1.2 – Structure of Market: Primary and Secondary Market: Meaning	
	1.3 – Introduction to BSE, NSE	
	1.4 – Indices of stock market; SENSEX, NIFTY, BANK NIFTY	
	1.5 – Role of SEBI: CSDL, NSDL	
2	2. Trading in Stock Market	15
	2.1 – Demat Account: Meaning and Platforms	
	2.2 – IPO, FPO, NFO - Meaning and Application	
	2.3 – Types of Trading- Intraday, Delivery, Options, futures, swap	
	2.4 – Mutual Funds: Meaning, Small Cap, Mid Cap and Large Cap Funds	
	2.5 – Systematic Investment Plan (SIP)	
	2.6 - Systematic withdrawal Plan (SWP)	

References:

1. Pathak Bharati (2018), 'Indian Financial System'. Pearson Education; Fifth edition.
2. Gomez Clifford (2008), 'Financial Markets, Institutions and Financial Services', Prentice Hall of India,
3. Meir Kohn (2013), 'Financial Institutions and Markets', Oxford University Press
4. Rajesh Kothari (2012), 'Financial Services in India: Concept and Application', Sage publications, New Delhi.
5. Ankit and Khushboo Gala (2016), 'Fundamental Analysis of Shares', Buzzingstock Publishing House, Mumbai
6. जितेंद्र गाला (2020), 'भारतातील शेअर बाजाराची ओळख', बुजिंग स्टॉक पब्लिशिंग हाऊस, मुंबई
7. जगदीश परदेशी (2009), 'शेअर मार्केट', औरंगाबाद
8. जितेंद्र गाला आणि अंकिता गाला (२०२०), 'भारतीय म्युच्युअल फंडाची ओळख', बुजिंग स्टॉक पब्लिशिंग हाऊस, मुंबई
9. SEBI Reports

Revised Syllabus as per NEP 2020

SYBA - ECONOMICS

Semester IV - Courses List

Sr. No.	Subject Type	Course Code & Title	Credits		
			Theory	Practical	Total
1	MJ – Major Core	1. ECO 251 MJ - Macro Economics [4T]	4	-	4
2		2. ECO 252 MJP – Macro Economics Practical [2P]	-	2	2
3	VSC - Vocational Skill Course	ECO 271 VSC – Financial Literacy – Practical [2P] Or ECO 272 VSC – Basic Statistics – Practical [2P]	-	2	2
4	CEP- Community Engagement Programme	ECO 281 CEP – Community Engagement [2CEP]	-	2	2
5	MN – Minor Subject	1. ECO 291 MN - Banking & Finance [2T]	2	-	2
6		2. ECO 292 MNP - Banking & Finance – Practical [2P]	-	2	2
7	OE – Open Elective	OE 251 ECO - Analysis of Stock Market – Practical [2P]	-	2	2
8	SEC- Skill Enhancement Course	SEC 251 ECO – Basics of Research Methodology [2P]	-	2	2
Total			6	12	18

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

Syllabus: ECO 251 MJ - Macro Economics [4T]

Class: SYBA Economics

Semester: IV

Course Type: Credits Related to Major – Major Core

Course Code: ECO 251 MJ

Course Name: Macro Economics

No. of Credits: 04 Credits [Theory]

No. of Hours: 60 Hours

Total Marks: 100 Marks

Preamble

Macroeconomics is the branch of economics that deals with the functioning of an economy as a whole. Macroeconomic analysis involves theoretical, empirical as well as policy-related aspects. The theoretical aspect of macroeconomics involves the conceptual as well as theoretical framework of macroeconomics. It deals with various macroeconomic concepts as well as various macroeconomic theories. The theoretical framework of macroeconomics focuses on functioning of an economy in its totality, determination of the level of national income and employment in an economy, role of aggregate demand as well as aggregate supply, role of money, determination of value of money, determination of general price level as well as rate of inflation and business cycles. The empirical aspect of macroeconomics applies macroeconomic theories to the study of real economies and tests the validity of macroeconomic theories. The policy-related aspect focuses on the role of fiscal and monetary policy in achieving macroeconomic objectives with the help of various policy instruments.

This curriculum integrates conceptual, theoretical, empirical and policy-related aspects of macroeconomics. This curriculum introduces the undergraduate students to the field of macroeconomics and enables them to learn the functioning of the economy in a systematic manner.

Course Outcomes:

After Successfully Competing this Course Students will be able to:

- CO1:** Understand the basic concepts of Macro Economics and Its application.
- CO2:** Analyse the relationship between various Macro Economic Variables.
- CO3:** Discuss the Concepts of Consumption, Saving & Investment.
- CO4:** Evaluate macroeconomic concepts, models and its use in real life situations
- CO5:** Evaluate the theories of money, Credit Creation Process & Control.
- CO6:** Recognize the causes & effects of inflation
- CO7:** Understand the fluctuation in prices, trade cycle phases.

UNITS AND CONTENTS

Unit No.	Unit Title & Contents	Hours
1	1. Introduction to Macro Economics	12
	1.1 - Macro Economics: Meaning, Definition, Nature and Scope	
	1.2 - Significance & Limitations of Macro Economics	
	1.3 - The difference between Micro Economics and Macro Economics	
2	2. Consumption, Saving and Investment	18
	2.1 - The Consumption Function: Meaning, Various Concepts – APC, MPC, Psychological Law of Consumption and Factors Influencing Consumption Function	
	2.2 - Saving – Meaning; Various Concepts –APS, MPS	
	2.3 - Investment – Meaning and Types of Investment, Marginal Efficiency of Capital, The Concept of Multiplier, The Principle of Acceleration	
3	3. Money	18
	3.1 – Meaning and Functions of Money	
	3.2 - Demand for Money: Classical Approach and Keynesian Approach	
	3.3 - Supply of Money: Credit Creation of Commercial Banks, Credit Control Methods, RBI's Approach to measurement of Money Supply	
	3.4 - Value of Money: Quantity Theory of Money, Cash Balance Approach	
4	4. Trade cycle	12
	4.1 – Meaning, Definition and Characteristics of Trade Cycle	
	4.2 - Phases of Trade Cycle	
	4.3 – Effects of Trade Cycle	
	4.4 - Control of Trade Cycle: Monetary Measures and Fiscal Measures	

References -

1. Paul A Samuelson and William D Nordhaus. (2009), 'Economics', McGraw – Hill International, 9th Edition.
2. N. Gregory Makiw, (2009), 'Macroeconomics', 7th Edition, Worth Publishers, New York.
3. Zingan M. L. (2016), 'Macro- Economic Theory', Vrinda Publications (P) Limited, Delhi.
4. Deshpande Shridhar, Deshpande Vinayak, 'Samashti Arthshstriy Vishleshan', Himalaya Publication House, Nagpur
5. John Eatwell, (1979), 'Theories of value: output and employment', Thames Polytechnic.
6. Mishra J.P. (2022), 'Business Economics', 2022nd Edition, Sahitya Bhavan Publications, Agra.
7. Sampat Mukherjee & Other (2021), 'Macroeconomics: A Global Text', Global Net Publication, New Delhi
8. Macroeconomics: A Rough Guide, in Macroeconomics: A Reader, (Ed.) Brian Snowden and Howard Vane, Routledge
9. Rasal, Bhadane, Fernandes, 'Business Economics (Macro)', Idol Publication, Pune-2
10. Ahuja H. L. (2019), 'Macroeconomics: Theory and Policy', S. Chand & Company Limited.
11. Arkadiusz Sieroń (2019), 'Money, Inflation, and Business Cycles: The Cantillon Effect and the Economy', Routledge, NewYork.
12. उशीर डी. जी., सानप जी. के. आणि इतर, (2021), 'स्थूल अर्थशास्त्र I & II', निराली प्रकाशन, पुणे
13. देशमुख राम, 'स्थूल अर्थशास्त्र', विद्या प्रकाशन, नागपूर
14. देशपांडे श्रीधर आणि देशपांडे विनायक, 'समष्टी अर्थशास्त्रीय विश्लेषण', हिमालय पब्लिशिंग हाउस
15. उगले सुनील, कारे दिपक आणि आहेर मनीषा (2024), 'समग्रलक्षी आर्थिक विश्लेषण', निराली प्रकाशन, पुणे

Syllabus: ECO 252 MJP - Macro Economics – Practical [2P]

Class: SYBA Economics

Semester: IV

Course Type: Credits Related to Major – Major Core

Course Code: ECO 252 MJP

Course Name: Macro Economics - Practical

No. of Credits: 02 Credits [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble

Macroeconomics is the branch of economics that deals with the functioning of an economy as a whole. Macroeconomic analysis involves theoretical, empirical as well as policy-related aspects. The theoretical aspect of macroeconomics involves the conceptual as well as theoretical framework of macroeconomics. It deals with various macroeconomic concepts as well as various macroeconomic theories. The theoretical framework of macroeconomics focuses on functioning of an economy in its totality, determination of the level of national income and employment in an economy, role of aggregate demand as well as aggregate supply, role of money, determination of value of money, determination of general price level as well as rate of inflation and business cycles. The empirical aspect of macroeconomics applies macroeconomic theories to the study of real economies and tests the validity of macroeconomic theories. The policy-related aspect focuses on the role of fiscal and monetary policy in achieving macroeconomic objectives with the help of various policy instruments.

Course Outcomes

- CO1:** Understanding Macroeconomic Indicators - Apply knowledge of key macroeconomic indicators like GDP, inflation, unemployment, and fiscal policy to real-world economic data.
- CO2:** Analytical and Quantitative Skills - Demonstrate ability to collect, interpret, and analyze macroeconomic data using statistical tools and software.
- CO3:** Policy Evaluation- Evaluate and interpret the impact of monetary and fiscal policies on national and global economic performance.
- CO4:** Research and Report Writing- Develop research-based reports on macroeconomic issues using data from authentic sources like RBI, CSO, and IMF.
- CO5:** Practical Application- Bridge the gap between theoretical concepts and practical applications by working on real-time data and macroeconomic case studies.

CO6: Critical Thinking- Cultivate critical thinking to assess macroeconomic problems and propose evidence-based solutions.

CO7: Communication Skills- Present macroeconomic findings effectively through written reports, charts, and presentations.

UNITS AND CONTENTS

Unit No.	Unit Title & Contents of Practical	No. of Practical
1	1. National Income	05
	1.1 - Meaning and Importance of National Income	
	1.2 - Various Concepts of National Income - GNP, NNP, GDP, PCI, Personal Income and Disposal Income	
	1.3 - Methods and Difficulties in Measurement of National Income	
	1.4 - Circular flow of National Income - Two and Three Sector Model	
2	2. Inflation	05
	2.1 - Inflation : Meaning and Definition	
	2.2 - Causes of Inflation	
	2.3 - Consequences of Inflation	
	2.4 - Demand Pull and Cost Push Inflation	
	2.5 - Philips Curve, Stagflation: Meaning	
3	3. Monetary & Fiscal Policy	05
	3.1 - Monetary Policy : Meaning, Definition, Instruments of Monetary Policy	
	3.2 - Fiscal Policy : Meaning, Definition, Instruments of Fiscal Policy	
Total		15

***Note: (01 practical = 04 Hours)**

Note: 1. We may include Case Studies, Numerical Examples- Problems and Graphical Representations for unit 1 to 3.

2. Students should prepare the Practical Work Book.

Practical Assessment – 50 Marks; 02 Credits.

Sr. No.	Assessment Type	Marks
1	Internal Assessment – - Choose any three tools	15
2	External Assessment – - Practical Book/Journal - Oral - Practical Exam	05 10 20
Total Marks		50

References -

1. Deshpande Shridhar, Deshpande Vinayak, 'Samashti Arthshstriy Vishleshan', Himalaya Publication House, Nagpur
2. John Eatwell, (1979), 'Theories of value: output and employment', Thames Polytechnic.
3. Mishra J.P. (2022), 'Business Economics', 2022nd Edition, Sahitya Bhavan Publications, Agra.
4. Sampat Mukherjee & Other (2021), 'Macroeconomics: A Global Text', Global Net Publication, New Delhi
5. Macroeconomics: A Rough Guide, in Macroeconomics: A Reader, (Ed.) Brian Snowden and Howard Vane, Routledge
6. Rasal, Bhadane, Fernandes, 'Business Economics (Macro)', Idol Publication, Pune-2
7. Ahuja H. L. (2019), 'Macroeconomics: Theory and Policy', S. Chand & Company Limited.
8. Arkadiusz Sieroń (2019), 'Money, Inflation, and Business Cycles: The Cantillon Effect and the Economy', Routledge, NewYork.
9. उशीर डी. जी., सानप जी. के. आणि इतर, (2021), 'स्थूल अर्थशास्त्र I & II', निराली प्रकाशन, पुणे
10. देशमुख राम, 'स्थूल अर्थशास्त्र', विद्या प्रकाशन, नागपूर
11. देशपांडे श्रीधर आणि देशपांडे विनायक, 'समष्टी अर्थशास्त्रीय विश्लेषण', हिमालय पब्लिशिंग हाउस
12. उगले सुनील, कारे दिपक आणि आहरे मनीषा (2024), 'समग्रलक्षी आर्थिक विश्लेषण', निराली प्रकाशन, पुणे

Syllabus: ECO 271 VSC - Financial Literacy – Practical [2P]

Class: SYBA Economics

Semester: IV

Course Type: Credits Related to Major – Vocational Skill Course

Course Code: ECO 271 VSC

Course Name: Financial Literacy – Practical

No. of Credits: 2 [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble –

The National Education Policy (NEP) 2020 emphasizes the importance of equipping students with essential life skills, focusing on critical thinking, practical knowledge, and interdisciplinary learning. One of the core goals of NEP is to prepare students for real-world challenges by ensuring holistic development and competency-based learning. Financial literacy is an integral part of this vision, as it empowers individuals to make informed decisions, manage resources efficiently, and contribute meaningfully to the economy.

Course Outcomes –

After completing this course

- CO1:** The students will be able to understand the importance of financial literacy and prepare financial plans.
- CO2:** The students will be able to understand basic financial concepts.
- CO3:** The students will be able to understand the purpose and functions of Banks, post offices and other financial institution
- CO4:** The students will be able to apply personal and family financial planning
- CO5:** Understand the concept of financial literacy

UNITS AND CONTENTS

Sr. No.	Contents of Practical	No. of Practical
1	1. Functions of Banks in India	05
	2. Classification of Banks as Scheduled, Nationalized, Commercial, Regional, Cooperative, Public and Private	
	3. Services offered by the Banks	

	4. Calculation of EMI	
	5. Digital Banking – Instruments, Importance & Precaution	
2	1. Small financial institutions: Functions	05
	2. Non-banking financial institutions: Functions	
	3. Cheating and frauds, Cyber security in banking	
	4. Types of accounts and its meaning	
	5. What is KYC? Why do we need it?	
	6. Types of Loan and Interest Rates	
3	1. Saving and Investment: Meaning & Difference	05
	2. Saving and Investment plans by financial institutions	
	3. Tax saving investments	
	4. Preparation of Household finance	
	5. Making of Personal budget	
	6. Productive and Unproductive expenditure	
	7. Provision of old age finance: Pension schemes	
	8. Importance and Types of Insurance	
Total		15

*Note: (01 practical = 04 Hours)

- Note:** 1. We may include Case Studies, Numerical Examples- Problems and Graphical Representations for unit 1 to 3.
2. Students should prepare the Practical Work Book.

Practical Assessment – 50 Marks; 02 Credits.

Sr. No.	Assessment Type	Marks
1	Internal Assessment –	15
	- Choose any three tools	
2	External Assessment –	
	- Practical Book/Journal	05
	- Oral	10
	- Practical Exam	20
Total Marks		50

References –

- 1) Bhattacharyya, D. (2014), 'Financial literacy: A critical review', Indian Journal of Finance, 8(4), 26-35.
- 2) Kumar, S. (2019), 'Understanding financial literacy in India', Journal of Financial Education and Research, 10(2), 45-58.
- 3) Gupta, P. (2017), 'Budgeting and financial planning for Indian households', International Journal of Economics and Studies, 14(3), 101-111.
- 4) Mishra, S. (2020), 'Personal budgeting in India: A strategic approach', Journal of Financial Planning and Management, 12(4), 23-40.
- 5) Sinha, A., & Patel, R. (2018), 'Saving and investment strategies in India', Indian Journal of Investment Studies, 7(1), 15-29.
- 6) Sharma, P. (2019), 'Understanding the investment climate in India', Journal of Indian Economy and Finance, 15(2), 67-75.

Syllabus: ECO 272 VSC - Basic Statistics – Practical [2P]

Class: SYBA Economics

Semester: IV

Course Type: Credits Related to Major – Vocational Skill Course

Course Code: ECO 272 VSC

Course Name: Basic Statistics – Practical

No. of Credits: 2 [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble –

The National Education Policy, 2020 (NEP-2020) aims at introducing skill-based courses in various faculties. From this point of view, this course provides some basic knowledge and skill to the students regarding the fundamental concepts in statistics. The fundamental concepts in statistics are applicable in daily economics of all the sectors of an economy. This practical course will be beneficial to the students to the applications of statistics in various sectors of an economy as well as in research and project analysis also.

Course Outcomes –

After completing this course, the students will be able to:

CO1: Understand Practical use of basic concepts in statistics

CO2: Apply basic statistical tools to analyse economic performance of various sectors of the economy

CO3: Apply basic statistical tools to analyse economic trends in various sectors of the economy.

CO4: Apply basic statistical tools in their research and project analysis.

UNITS AND CONTENTS

Sr. No.	Contents of Practical	No. of Practical
1	1.1 - Population: Meaning & Nature	05
	1.2 - Sample: Meaning & Determination	
	1.3 - Parameters: Meaning & Examples	
	1.4 - Statistics: Meaning & Examples	
	1.5 - Primary Sources of Data: Examples	

	1.6 - Secondary Sources of Data: Examples	
2	2.1 - Measurement of Data – Nominal Level, Ordinal Level, Interval Level, Ratio: Examples	05
	2.2 - Classification of Data	
	2.3 - Frequency Distribution	
	2.4 - Stages of Frequency Distribution	
	2.5 - Tabulation Process	
3	3.1 - Types of Graphs & Diagrams	05
	3.2 - Converting Data into Graphs and Diagrams using MS-Excel	
	3.3 - Calculation of Simple Mean, Arithmetic Mean, Weighted Mean, Geometric Mean	
	3.4 - Calculation of Standard Deviation	
	Total	15

***Note: (01 practical = 04 Hours)**

- Note:** 1. We may include Case Studies, Numerical Examples- Problems and Graphical Representations for unit 1 to 3.
2. Students should prepare the Practical Work Book.

Practical Assessment – 50 Marks, 02 Credits.

Sr. No.	Assessment Type	Marks
1	Internal Assessment – - Choose any three tools	15
2	External Assessment –	
	- Practical Book/Journal	05
	- Oral	10
	- Practical Exam	20
Total Marks		50

References -

1. S.C. Gupta (2009), 'Fundamental of Statistics', Himalaya Publishing House, Mumbai.
2. Ken Black, (2010), 'Business Statistics', John Wiley and Sons Inc, USA.
3. Hooda R.P., 'Statistics for Business and Economics', S. Chand Publication, New Delhi.
4. Pawan Taneja (2011), 'Statistics for Business and Economics', Rajat Publications, Delhi.

Syllabus: ECO 281 CEP - Community Engagement Programme [2CEP]

Class: SYBA Economics

Semester: IV

Course Type: Credits Related to Major – CEP

Course Code: ECO 281 CEP

Course Name: Community Engagement Programme

No. of Credits: 02 [CEP]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble –

The Community Engagement Project is an experiential learning approach that combines education, learning, community development, and meaningful community service. The Community Engagement Project involves students in community development and service activities and applies the experience to personal and academic development. The purpose of the Community Engagement Project is to establish a mutually beneficial relationship between the college and the community. The targeted contribution of college students to the village/local development will benefit the community. The college has an opportunity to help students become more socially conscious and responsible while simultaneously becoming a socially conscious organization. The Community Engagement Project shall be an integral part of the curriculum, as per the guidelines of the UGC & Government of Maharashtra.

- As per the guidelines of NEP2020, this course is corresponding to the major project.

Objectives:

1. To develop an appreciation of rural culture, lifestyle and wisdom amongst students.
2. To learn about the status of various agricultural and development programmes.
3. To understand the causes of distress and poverty faced by vulnerable households and explore solutions for the same.
4. To apply classroom knowledge of courses to field realities and thereby improve the quality of learning.

Learning Outcomes

After completing this course, students will be able to

CO1: Gain an understanding of rural life, Indian culture and ethos and social realities

CO2: Develop a sense of empathy and bonds of mutuality with the local community

CO3: Appreciate significant contributions of local communities to Indian society and economy

CO4: Learn to value the local knowledge and wisdom of the community

CO5: Identify opportunities for contributing to community's socio-economic improvements

Course Structure:

2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

CONTENTS

Divided into four Modules, field immersion is part of each Unit

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of "soul of India lies in villages" (Gandhi), rural infrastructure.	Prepare a map (physical, visual or digital) of the village you visited and write an essay about interfamily relations in that village.	Classroom discussions Field visit Assignment
2	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour.	Describe your analysis of the rural house hold economy, its challenges and possible pathways to address. Circular economy and migration patterns.	Field visit Group discussions in class Assignment
3	Rural and local Institutions	Traditional rural and community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil	How effectively are Panchayati Raj and Urban Local Bodies (ULBs) institutions functioning in the village? What would you	Classroom Field visit Group presentation

		society, local administration.	suggest to improve their effectiveness? Present a case study (written or audiovisual).	
4	Rural and National Development Programmes	History of rural development and current national programmes in India: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Atma Nirbhar Bharat, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the local community; give suggestions about improving the implementation of the programme for the poor. Special focus on the urban informal sector and migrant households.	Classroom Each student selects one program for field visit Written assignment

Examples of Community Engagement

The community engagement includes activism, volunteer work, community gardening, tutoring, donating blood, environmentalism, and a whole lot more. There are virtually limitless forms of community engagement. Some of the different forms of community engagement include:

- Maintaining a community garden, cleaning drive at various public places
- Participating in a local blood drive
- Helping set up a local farmers market
- Advocating for others
- Igniting students in schools
- Creating support groups in your community
- Attending and participating in school board meetings
- Tree plantation, Water conservation drive, Traffic control help
- Attending and participating in town hall and city council meetings

- Volunteering at a local food bank, animal shelter, or homeless shelter
- Literate the people on various welfare schemes run by the governments
- Educate the people mainly from weaker sections of the society on various financial issues.

Implementation of Community Engagement Program

- 1) Community engagement program can include relationship-building projects that help bring a community together and form stronger bonds.
- 2) This program also includes community education projects that provide instructional services or educate the public on certain issues, direct service projects that provide something to a group in need.
- 3) This program can be run in collaboration with government and non-government agencies.
- 3) This program will be run as a course in this semester.
- 4) Every student will have to be engaged for minimum of 60 hours in the Community Engagement Program.
- 5) The concerned teacher will mentor students for this program.
- 6) An activity book has to be maintained by each of the students, where the activities undertaken/involved will be recorded. The activity book has to be countersigned by the concerned mentor.
- 7) The students will have to give presentation and internal Viva voce shall also be conducted by a committee chaired by the HoD on the activity.

Community Engagement Program Assessment Method

Sr. No.	Assessment Type	Marks
1	Internal Assessment – Activity Book on engagement and active participation of students in community engagement program	15
2	External Assessment – 1. Presentation 2. Viva-Voce	20 15
	Total	50

* Presentations and Oral will be conducted by Internal and External Examiner at the end of semester

Syllabus: ECO 291 MN - Banking & Finance [2T]

Class: SYBA Economics

Semester: IV

Course Type: Minor

Course Code: ECO 291 MN

Course Name: Banking & Finance

No. of Credits: 02 [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble:

The study of Banking and Finance provides a strong foundation in the principles, practices, and functions of financial institutions and markets. In an increasingly globalized and digital economy, the role of the banking and financial sector is critical for economic stability, growth, and development.

This course aims to equip students with the essential knowledge of banking operations, financial instruments, regulatory frameworks, and modern financial services. It also fosters financial literacy, enabling students to make informed financial decisions in personal and professional contexts.

By understanding the structure and evolution of the banking system, learners will develop the analytical and practical skills required for careers in banking, finance, and related sectors. The course also promotes awareness of ethical practices, risk management, and the significance of financial inclusion in shaping a more equitable society.

Course Outcomes:

After completing this course the students will be able to:

- CO1:** Understand the fundamental concepts, meaning, and important functions of banking, including its role in the economy.
- CO2:** Trace the historical evolution of banking from its origins in the West to its development in India.
- CO3:** Analyse the structure of the Indian banking system, including the types of banks and their organizational setup.
- CO4:** Identify the primary and secondary functions of commercial banks and their significance in the financial system.
- CO5:** Classify the different types of commercial banks operating in India and understand their roles and functions.

CO6: Explore the various types of banking accounts offered by commercial banks and their features.

UNITS AND CONTENTS

Unit No.	Unit Title & Contents	Hours
1	1. Introduction to Indian Banking System	15
	1.1 – Meaning and Definition of Bank	
	1.2 - Evolution of Banking in India	
	1.3 - Structure of Indian Banking System	
	1.4 - Functions & Objectives of Banks: Commercial and Cooperative Banks	
	1.5 - Small Banks & Payment Banks Meaning & Functions	
2	2. Reserve Bank of India	15
	2.1 - Historical Background of RBI	
	2.2 - Functions of RBI	
	2.3 - Policy Rates: CRR, SLR, Repo Rate and Reverse Repo Rate.	
	2.4 - Monetary Policy: Instruments & Objectives	
	2.5 - Financial Institution in India: Types and Functions	

References -

1. Bharati Pathak (2009), 'The Indian Financial System', Pearson Education Publication, New Delhi.
2. Bhole L.M. (2000), 'Indian Financial System', Chugh Publications, Allahabad.
3. Machiraju H. R. (1999), 'Indian Financial Systems', Vikas Publishing House, New Delhi.
4. Kulkarni K.R., (1958), 'Theory and Practice of Cooperation in India and Abroad', Co-operators Book Depot.
5. Kulkarni S.K. (2005), 'Co -operative Development', Phadke Prakashan, Kolhapur
6. Kulkarni B.D., Dhamdhare S.V. (2009), 'Banking and Co-operation in India', Diamond Publication, Pune

Syllabus: ECO 292 MNP - Banking & Finance - Practical [2P]

Class: SYBA Economics

Semester: IV

Course Type: Minor

Course Code: ECO 292 MNP

Course Name: Banking & Finance - Practical

No. of Credits: 02 [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble:

The study of Banking and Finance provides a strong foundation in the principles, practices, and functions of financial institutions and markets. In an increasingly globalized and digital economy, the role of the banking and financial sector is critical for economic stability, growth, and development.

This course aims to equip students with the essential knowledge of banking operations, financial instruments, regulatory frameworks, and modern financial services. It also fosters financial literacy, enabling students to make informed financial decisions in personal and professional contexts.

By understanding the structure and evolution of the banking system, learners will develop the analytical and practical skills required for careers in banking, finance, and related sectors. The course also promotes awareness of ethical practices, risk management, and the significance of financial inclusion in shaping a more equitable society.

Course Outcomes

After completing this course the students will be able to:

CO1: Understand the Fundamentals of Banking:

CO2: Gain Knowledge of Financial Systems:

CO3: Describe the components of the financial system including financial institutions, markets, instruments, and services.

CO4: Understand concepts such as budgeting, saving, investment, loans, and interest.

CO5: Understand Banking Products and Services:

CO6: Identify various deposit and loan products offered by banks.

CO7: Develop Knowledge of Risk and Compliance:

CO8: Develop skills like customer handling, communication, and basic accounting.

UNITS AND CONTENTS

Unit No.	Contents of Practical	No. of Practical
1	<p>1.1 - Public vs Private Sector Banks: Understand the differences between Public sector banks (e.g., State Bank of India) and Private sector banks (e.g., HDFC, ICICI), including their operational models and customer service strategies</p> <p>1.2 - Cooperative Banks: Learn about the functioning of Urban and Rural cooperative banks in India, Their structure and the regulatory framework they follow</p> <p>1.3 - Deposit: Learn about various types of deposit accounts like Savings accounts, Current accounts, Fixed deposits, Recurring deposits and their features</p> <p>1.4 - Loan: Understand the different loan products available, including Personal loans, Home loans, Car loans and Business loans and the application process</p>	05
2	<p>2.1 - Banking Operations: Account Opening Process, Observe the account opening process, which involves KYC checks, Document verification and Data entry in the bank's systems</p> <p>2.2 - Cash Management: Learn about cash handling processes, including Cash deposits, Withdrawals, Currency counting and the reconciliation of cash balances</p> <p>2.3 - Credit Risk: Understand how banks assess the creditworthiness of borrowers using credit scoring models and financial analysis</p> <p>2.4 - Operational Risk: Study the measures banks take to minimize operational risks related to technology failures, Human error, and Fraud</p>	05
3	<p>3.1 - Financial Statements and Reporting: Balance Sheet, Understand the structure of a bank's balance sheet, including assets, liabilities and equity</p> <p>3.2 - Profit and Loss (P&L) Statement: Learn how banks generate profits, the types of income (Interest, Fees) and Expenditure (Interest paid, Operational costs)</p>	05

	3.3 - Core Banking Solutions (CBS): Familiarize yourself with the CBS software used by banks to streamline operations and offer real-time banking services	
	3.4 - Digital Transactions: Learn about mobile banking apps, internet banking services and payment gateways for digital payments	
	Total Practical	15

***Note: (01 practical = 04 Hours)**

- Note:** 1. We may include Case Studies, Numerical Examples- Problems and Graphical Representations for unit 1 to 3.
2. Students should prepare the Practical Work Book.

Practical Assessment – 50 Marks, 02 Credits

Sr. No.	Assessment Type	Marks
1	Internal Assessment – - Choose any three tools	15
2	External Assessment – - Practical Book/Journal - Oral - Practical Exam	05 10 20
Total Marks		50

References -

1. Bharati Pathak (2009), 'The Indian Financial System', Pearson Education Publication, New Delhi.
2. Bhole L.M. (2000), 'Indian Financial System', Chugh Publications, Allahabad.
3. Machiraju H. R. (1999), 'Indian Financial Systems', Vikas Publishing House, New Delhi.
4. Kulkarni K.R., (1958), 'Theory and Practice of Cooperation in India and Abroad', Co-operators Book Depot.
5. Kulkarni S.K. (2005), 'Co -operative Development', Phadke Prakashan, Kolhapur
6. Kulkarni B.D., Dhamdhare S.V. (2009), 'Banking and Co-operation in India', Diamond Publication, Pune

Syllabus: SEC 251 ECO - Basics of Research Methodology [2P]

Class: S.Y.B.A. Economics

Semester: IV

Course Type: Credits Related to Major – SEC

Course Code: SEC 251 ECO

Course Name: Basics of Research Methodology

No. of Credits: 02 [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble

It is important for students of Economics to develop a research perspective. Since each discipline has its own contours of research methodology, it is important to give the student an initiation into research methodology for Economics. This course is meant to give the student an introductory perspective to research methodology for Economics with a practical approach. The practical approach will help to broaden and deepen the understanding of the student of not only research in Economics, but also of the theoretical concepts of Economics. With this aim, this course is designed to give the student a hands-on experience of the main techniques and aspects involved in undertaking research in Economics. The course is designed in a way that the student has to choose an area from Economics and carry out a small research in this area according to the steps mentioned in the syllabus.

Course Outcomes

After successfully completing this course, students will be able to:

- CO1:** Understand the fundamental concepts, types and significance of research in various academic and professional fields.
- CO2:** Identify appropriate research problems, formulate hypotheses and define research objectives.
- CO3:** Apply suitable research design and methodology for conducting systematic investigations.
- CO4:** Collect, analyze, and interpret data using basic qualitative and quantitative research techniques.
- CO5:** Develop skills to write structured research proposals, reports and academic papers.
- CO6:** Understand ethical issues in research and apply ethical principles in research practices.

UNITS AND CONTENTS

Unit No.	Unit Title & Contents of Practical	No. of Practical
1	1. Introduction to Research Methodology for Economics	05
	1.1 - Meaning and Objectives of research	
	1.2 - Defining a research problem	
	1.3 - Types of Research in Economics: Historical, Qualitative, Quantitative, Analytical, Fundamental and Applied	
	1.4 - Review of Literature	
2	2. Data Collection Methods	05
	2.1 - Data: Meaning	
	2.2 - Primary Data and Secondary Data	
	2.3 - Sources of Secondary data	
	2.4 - Questionnaires (including Informed Consent), Schedules, Personal Interviews, Group Interviews and Case Studies	
	2.5 - Sampling: Meaning and Characteristics	
3	3. Analysis of Data and Report Writing	05
	3.1 - Basic Statistical Techniques like Averages, Growth rate rates and Correlation	
	3.2 - Presentation of data in Tables, Graphs and Charts	
	3.3 - Writing a research report with the following sections: Introduction, Review of Literature, Research Gap, Research Objectives, Methodology, Analysis, Conclusion and Reference List	
	3.4 - Plagiarism and Ethical research	
	Total Practical	15

***Note: (01 practical = 04 Hours)**

- Note:**
1. We may include Case Studies, Numerical Examples- Problems and Graphical Representations for unit 1 to 3.
 2. Students should prepare the Practical Work Book.

Practical Assessment – 50 Marks, 02 Credits

Sr. No.	Assessment Type	Marks
1	Internal Assessment – - Choose any three tools	15
2	External Assessment – - Practical Book/Journal - Oral - Practical Exam	05 10 20
Total Marks		50

References:

1. Gupta S.P. (2010), 'Statistical Methods', Sultan Chand and Sons Educational Publishers, New Delhi, ISBN: 978-81-8054-739-3.
2. Kothari C.R (2004), 'Research Methodolgy: Methods and Techniques', New Age International Publishers, New Delhi. ISBN No: 978-81-224-1522-3.
3. Krishnaswami O.R. and M. Ranganatham (2005), 'Methodology of Research in Social Science', Himalay Publishing House, Mumbai. ISBN:81-8318-188-0.
4. Kumar Ranjit (2014), 'Research Methodology: A Step-by-Step Guide for Beginners', Sage Texts, New Delhi, India. ISBN: 978-93-515-0133-6 (PB).
5. Alan Bryman, (2016), 'Social Research Methods', Oxford University Press, UK
6. उगले सुनील., गायकवाड अमोल, कारे दिपक आणि आडे नितिन (2024), 'संशोधन पध्दती', निराली प्रकाशन, पुणे
7. आगलावे प्रदीप (2020), 'सामाजिक संशोधन: पध्दतीशास्त्र व तंत्रे', श्री साईनाथ प्रकाशन, नागपूर.

Syllabus: OE 251 ECO - Analysis of Stock Market – Practical [2P]

Class: SYBA Economics

Semester: IV

Course Type: Open Elective – OE

Course Code: OE 251 ECO

Course Name: Analysis of Stock Market - Practical

No. of Credits: 2 Credits [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble -

Investment plays a very crucial role in overall economic development of a country. There are various ways to invest capital. Out of these stock market trading is an important option available for investors and entrepreneurs for capital investment. Though there is risk in this type of investment, the importance of such market for investment is growing day by day. Investors have a various option to invest in the stock market. The scope of stock market is increasing day by day. Students will study stock market analysis to understand the concept of stock market, working of stock market and regulation of stock market etc.

Course Outcomes:

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

CO1: Understand the role and importance of Indian Stock Market Operations.

CO2: Apply and analyse the concept relevant to Indian stock markets

UNITS AND CONTENTS

Unit No.	Unit Title & Contents of Practical	No of Practical
1	1. Practical Approach to Stock Market	05
	1.1 - Opening Demat Account	
	1.2- Online Trading Platforms- Upstox, Angel-One, Zerodha, Samco etc.	
	1.3 - Types of Orders- Intraday and Delivery	
	1.4 - Stop Loss, Good Till Triggered (GTT)	

	1.5 – BSE, NSE – Indices & difference	
2	2. Portfolio Management	05
	2.1 - Selection of Funds, Selection of stocks	
	2.2 – Fundamentals of stocks: Analyzing Company’s Health – Revenue, Earnings, Debt, Management quality, Price to Earnings ratio, etc.	
	2.3 – Technical Analysis of Stocks: Analysing historical price and volume data trends with the help of charts	
	2.4 - Stock analysis- any one company	
3	3. Economic Analysis of Stock Market	05
	3.1 - Meaning of IPO, Government Securities, Auctions	
	3.2 - Trade Book: Build a trade report	
	3.3 - Economic Analysis of Stock Market: Indices (Nifty, Sensex), Gross Domestic Product, Unemployment Rate, Inflation Rate, Consumer Confidence, Purchase Manager’s Index	
	3.4 - Five Step Approach for Stock Picking	
	Total Practical	15

***Note:** (01 practical = 04 Hours)

- Note:** 1. We may include Case Studies, Numerical Examples- Problems and Graphical Representations for unit 1 to 3.
2. Students should prepare the Practical Work Book.

Practical Assessment – 50 Marks, 02 Credits

Sr. No.	Assessment Type	Marks
1	Internal Assessment – - Choose any three tools	15
2	External Assessment –	
	- Practical Book/Journal	05
	- Oral	10
	- Practical Exam	20
Total Marks		50

References:

1. Pathak Bharati (2018), 'Indian Financial System', Pearson Education, Fifth edition.
2. Gomez Clifford (2008), 'Financial Markets, Institutions and Financial Services', Prentice Hall of India,
3. Meir Kohn (2013), 'Financial Institutions and Markets', Oxford University Press
4. Rajesh Kothari (2012), 'Financial Services in India: Concept and Application', Sage publications, New Delhi.
5. Ankit and Khushboo Gala (2016), 'Fundamental Analysis of Shares', Buzzing stock Publishing House, Mumbai
6. जितेंद्र गाला (2020), 'भारतातील शेअर बाजाराची ओळख', बुजिंग स्टॉक पब्लिशिंग हाऊस, मुंबई
7. जगदीश परदेशी (2009), 'शेअर मार्केट', इंदु पब्लिकेशन, औरंगाबाद
8. जितेंद्र गाला आणि अंकिता गाला (२०२०), 'भारतीय म्युच्युअल फंडाची ओळख', बुजिंगस्टॉक पब्लिशिंग हाऊस, मुंबई
9. SEBI Reports

Savitribai Phule Pune University

(Formerly University of Pune)



B.A. PSYCHOLOGY

With Major: Psychology
(Faculty of Arts)

Syllabus for S.Y.B.A. Psychology

(For Colleges Affiliated to Savitribai Phule Pune University)

Choice Based Credit System (CBCS) Syllabus

As Per National Education Policy (NEP-2020)

To be implemented from
2025-2026

पदवी अभ्यासक्रमाची संरचना

Savitribai Phule Pune University, Pune
Credit Framework for Under Graduate (UG) (2024 – 25) (3 Subjects) for Faculty of Humanities

Level / Difficulty	Sem	Subject DSC-1 Course	Subject DSC-2 Discipline Specific Course	Subject DSC-3 Discipline Specific Course	GE/OE Generic Elective / Open Elective	SEC Skill Enhancement Course	IKS Indian Knowledge System	AEC Ability Enhancement Course	VEC Value Education Course	CC Co-curricular Courses	Total	
4.5 / 100	I	2 (T) + 2 (P) (T – Theory/ P- Practical)	2 (T)+2(P)	2(T)+2 (P)	2 (T) From Other Faculty	2 (T)	2 (T) Generic	2 (T) English	2 Indian Constitution	–	22	
	II	2 (T) + 2 (P)	2(T)+2(P)	2(T)+2 (P)	2 (P)	2 (P)	–	2 (T) English	2 Indian Constitution	2 NSS/NCC/Others	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.												
Credits Related to Major												
5.0 / 200	Sem	Major Core	Major Elective	VSC Vocational Skill Course	FP/OJT/CEP Field Project/On Job Training /Community Engagement Programme	Minor	GE/OE	SEC	IKS	AEC	VEC	Total
		4 (T) + 2 (P)	–	2 (T)	2 (FP)	2(T)+2(P)	2 (T)	–	2 (T) (Major Subject Specific)	2 (T)	–	22
5.5 / 300	V	8 (T) + 4 (P)	2 (T) + 2 (P)	2 (T)	2 (FP/CEP)	2 (T)	–	–	–	–	–	22
		Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										

Prof. (Dr.) Vijay Khare
Dean, Faculty of Humanities
Savitribai Phule Pune University

PROGRAMME STRUCTURE**Semester III**

1: Vertical; 2: Credits; 3: Course Code; 4: Title of the Course; 5. Total Teaching hours; 6: No of Lecture per week; 7: Maximum Marks-Int+Ext=Total)

1	2	3	4	5	6	7
Major	4	PSY-201-MJT	Developmental Psychology	60	4	30+70=100
Major	2	PSY-202-MJP	Practical on Developmental Psychology	60	2	15+35=050
VSC	2	PSY-221-VSC	Basics of Counselling (T)	30	2	15+35=050
Field Project (FP)	2	PSY-231-FP	Field Project	60	2	15+35=050
Minor	2	PSY-241-MNT	Interpersonal Skills	30	2	15+35=050
Minor	2	PSY-242-MNP	Psychology Minor Practical – 1	60	2	15+35=050
OE	2	OE-201-PSY	Consumer Psychology	30	2	15+35=050
IKS	2	PSY-200-IKS	Basics of Indian Psychology	30	2	15+35=050
AEC	2	--	As Per the SPPU Basket (Modern Indian Languages)	30	2	15+35=050
CC	2	--	As Per the SPPU Basket (NCC/NSS/Physical Education/Other)	30	2	15+35=050
Total Credit	22					

Semester IV

1: Vertical; 2: Credits; 3: Course Code; 4: Title of the Course; 5. Total Teaching hours; 6: No of Lecture per week; 7: Maximum Marks-Int+Ext=Total)

1	2	3	4	5	6	7
Major	4	PSY-251-MJT	Abnormal Psychology	60	4	30+70=100
Major	2	PSY-252-MJP	Practical on Abnormal Psychology	30	2	15+35=050
VSC	2	PSY-271-VSC	Developing Counselling Skills (P)	60	2	15+35=050
CEP	2	PSY-281-CEP	CEP: Community Engagement Program.	60	2	15+35=050
Minor	2	PSY-291-MNT	Adjustment and Adaptability Skills	30	2	15+35=050
Minor	2	PSY-292-MNP	Psychology Minor Practical 2	60	2	15+35=050
OE	2	OE-251-PSY	Advertising Psychology (P)	60	2	15+35=050
SEC	2	PSY-251-SEC	Self Profile for Career Choice (P)	60	2	15+35=050
AEC	2	--	As Per the SPPU Basket (Modern Indian Languages)	30	2	15+35=050
CC	2	--	As Per the SPPU Basket (NCC/NSS/Physical Education/Other)	30	2	15+35=050
Total Credit	22					

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : MAJOR MANDATORY THEORY

Course Name : Developmental Psychology

Course Code : PSY-201 MJT

No. of hours : 60

No. of Credits : 04

Course Outcomes:

After completing this course, students will be able to:

1. Understand major theoretical perspectives in developmental psychology.
2. Analyze the biological, cognitive, social, and emotional changes across the lifespan
3. Evaluate research methods and findings in developmental psychology
4. Apply developmental principles to real-world contexts
5. Critically examine contemporary issues in human development

Unit 1: Foundations of Developmental Psychology (15)

- 1.1 Introduction to Developmental Psychology:** Definition, scope, and significance of developmental psychology; Principles of development; Approaches to understanding development; Nature vs. nurture debate and gene-environment interactions
- 1.2 Major Theoretical Perspectives:** Psychoanalytic theories: Freud's psychosexual stages, Erikson's psychosocial theory; Cognitive theories: Piaget's cognitive development, Vygotsky's sociocultural theory; Learning theories: Classical conditioning, operant conditioning, social learning theory; Ecological systems theory: Bronfenbrenner's bioecological model
- 1.3 Research Methods in Developmental Psychology:** Cross-sectional, longitudinal, and cross-sequential designs; Experimental and observational methods; Ethical considerations in developmental research; Challenges in studying development across age groups
- 1.4 Prenatal Development and Birth:** Stages of prenatal development (germinal, embryonic, fetal); Teratogens and environmental influences on prenatal development; Birth process and complications; Newborn capabilities and reflexes

Unit 2: Infancy and Early Childhood Development (15)

- 2.1 Physical and Motor Development (0-6 years):** (Growth patterns and brain development; Motor milestone development (gross and fine motor skills); Sensory and perceptual development; Sleep patterns and nutritional needs)
- 2.2 Cognitive Development in Early Years:** (Piaget's sensorimotor and preoperational stages; Language acquisition and development; Memory development in infancy and early childhood; Executive function emergence; Theory of mind development)
- 2.3 Social and Emotional Development** (Attachment theory (Bowlby, Ainsworth); Types of attachment and their consequences; Emotional regulation and expression; Self-concept and identity formation; Gender role development)
- 2.4 Socialization and Family Influences** (Parent-child relationships and parenting styles; Sibling relationships and birth order effects; Peer interactions and early friendships; Introduction to daycare and preschool environments; Cultural variations in child-rearing practices)

Unit 3: Middle Childhood and Adolescent Development (15)

- 3.1 Middle Childhood Development (6-12 years)** (Physical development: Growth spurts, motor skill refinement; Cognitive development: Piaget's concrete operational stage, academic skills; Social development: Peer relationships, moral development (Kohlberg); Challenges: Learning disabilities, attention disorders, bullying)

- 3.2 Adolescent Physical and Cognitive Development (Puberty and biological changes; Brain development during adolescence; Cognitive advances: Abstract thinking, metacognition; Academic transitions and educational challenges; Risk-taking behaviors and decision-making)
- 3.3 Adolescent Psychosocial Development (Identity formation (Marcia's identity statuses); Relationship with parents and autonomy development; Peer influence and romantic relationships; Moral reasoning development; Cultural and ethnic identity formation)
- 3.4 Contemporary Issues in Adolescence (Mental health challenges (depression, anxiety, eating disorders); Substance use and abuse; Technology and social media impact; Academic pressure and career planning; Intervention and prevention strategies)

Unit 4: Adult Development and Aging (15)

- 4.1 Early and Middle Adulthood (Physical development: Peak physical functioning, health concerns; Cognitive development: Crystallized vs. fluid intelligence; Career development and work-life balance; Intimate relationships: Marriage, partnership, divorce; Parenthood and family dynamics)
- 4.2 Late Adulthood and Aging (Physical aging: Sensory changes, health decline, chronic conditions; Cognitive aging: Memory changes, wisdom, dementia and Alzheimer's disease; Social changes: Retirement, grandparenthood, social networks; Death and dying: Kübler-Ross stages, grief and bereavement)
- 4.3 Successful Aging and Lifespan Perspectives (Theories of successful aging; Resilience and coping in later life; Intergenerational relationships; Cultural perspectives on aging; End-of-life care and ethical considerations)
- 4.4 Applied Developmental Psychology (Developmental interventions and programs; Life coaching and counseling across the lifespan; Educational applications of developmental principles; Policy implications of developmental research; Future directions in developmental psychology)

READINGS:

- Berk, L. E. (2006). *Child Development*. (7 Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt. Ltd.
- Cook, J. L., & Cook, G. (2009). *Child Development: Principles and Perspectives*. Boston: Pearson Education
- Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). *Human Development*
- Berk, L. E. (2004). *Development through the lifespan*. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt ltd.
- Dacey, J. S. & Travers, J. F. (2004). *Human Development across the lifespan*. (5 Ed). McGraw Hill co.
- Feldman, R. S., & Babu, N. (2011). *Discovering the Life Span*. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
- Kail, R. V. (2007). *Children and their Development*. (4 Ed). New Jersey: Pearson Education Inc.
- McDevitt, T. M., & Omrod, J. E. (2007). *Child Development and Education*. (3 Ed). New Jersey: Pearson Education Inc.
- Papalia, D. E., Olds, S. W., & Feldman, R. (2012). *Human Development*. (12 Ed). McGraw Hill, international Edition
- Santrock, J.W. (2011). *Life-Span Development* (13th Edition). NY: McGraw Hill.
- Dr. R.R. Borude, Dr. Medha Kumthekar Dr. Shila Golvilkar (1990) *Developmental Psychology*, Pune Vidhyarthi Gruh pune-30
- Shaffer, D. R., & Kipp, K. (2007). *Development psychology: Childhood and adolescence* (7th ed.). Thomson.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : MAJOR MANDATORY

Course Name : Practical on Developmental Psychology

Course Code : PSY-202 MJP

No. of hours : 60

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Understand the biological, cognitive, social and emotional changes across the lifespan.
2. Observe the developmental characteristics through audio record and mindmap.
3. Learn to note the developmental characteristics through listening skills.
4. Learn to note the developmental characteristics through Mindmap.

Conduct of Practical :

1. As per NEP guidelines batch of students will be created.
2. Students are expected to conduct practical under subject Teacher's supervision.
3. Eleven audio record and Mindmap prepared by the Board of Studies. Copyright issues were considered. Those audio record and Mindmap will be provided to every department.
4. Student will be demonstrated any six Practical by subject Teacher and student will write a report on the same.
5. For three Practical audio record and for three practical Mindmap will be provided.
5. The report writing includes Introduction, Objective, Theoretical construction on the given concept, Brief on audio Recording/Mindmap, procedure (student will listen audio carefully or observe mindmap), in discussion part student will write on his/her take away from the audio/mindmap material provided, practical will end with conclusion.

Practical 1: Infant Reflexes and Motor Development (0-12 months)

Audio/Mindmap Content:

1. Audio showing newborn reflexes (rooting, sucking, grasping, Moro reflex)
2. Information of infant motor milestones (rolling, sitting, crawling, first steps)

Student Task: Write a 300-word analysis identifying:

1. Which specific reflexes are demonstrated and their adaptive functions
2. Motor development milestones observed and their approximate timing
3. Evidence of cephalocaudal and proximodistal development patterns
4. Relationship between physical and cognitive development at this stage

Practical 2: Language Acquisition in Toddlers (12-24 months)

Audio/Mindmap Content:

1. Audio recordings of toddler speech patterns (babbling, first words, two-word combinations)
2. Mindmap of parent-child interactions during language learning

Student Task: Write a 350-word analysis covering:

1. Stages of language development observed (holophrastic, telegraphic speech)
2. Evidence of overextension or under extension in word usage
3. Role of social interaction in language acquisition

4. Comparison with theoretical frameworks (Chomsky, Vygotsky, Skinner)

Practical 3: Symbolic Play and Preoperational Thinking (2-4 years)

Audio/Mindmap Content:

1. Mindmap of children engaged in pretend play, symbolic representation
2. Information showing animistic thinking and egocentrism examples

Student Task: Write a 400-word analysis examining:

1. Evidence of symbolic thinking and representation
2. Examples of animistic thinking and egocentrism
3. Development of theory of mind indicators
4. Piaget's preoperational stage characteristics demonstrated

Practical 4: Social Development and Attachment (6 months - 3 years)

Audio/Mindmap Content:

1. Mindmap of Strange Situation procedure demonstrations
2. Information of different attachment styles in parent-child interactions

Student Task: Write a 350-word analysis identifying:

1. Attachment styles observed (secure, anxious-avoidant, anxious-resistant)
2. Behavioral indicators of each attachment pattern
3. Impact of caregiver responsiveness on attachment formation
4. Long-term implications for social-emotional development

Practical 5: Concrete Operational Thinking (7-11 years)

Audio/Mindmap Content:

1. Mindmap of children solving conservation tasks (liquid, mass, number)
2. Information of logical reasoning and classification activities

Student Task: Write a 300-word analysis describing:

1. Evidence of conservation understanding across different domains
2. Logical operations demonstrated (seriation, classification, reversibility)
3. Limitations of concrete operational thinking
4. Transition from preoperational to concrete operational stage

Practical 6: Moral Development in Middle Childhood (6-12 years)

Audio/Mindmap Content:

1. Mindmap of children discussing moral dilemmas
2. Information of peer conflict resolution and rule-following behavior

Student Task: Write a 400-word analysis examining:

1. Level of moral reasoning according to Kohlberg's stages
2. Examples of heteronomous vs. autonomous morality (Piaget)

3. Role of perspective-taking in moral development
4. Influence of social context on moral judgments

Practical 7: Identity Formation in Adolescence (12-18 years)

Audio/Mindmap Content:

1. Mindmap interviews with adolescents discussing identity, future goals, values
2. Information of peer group interactions and identity exploration

Student Task: Write a 450-word analysis covering:

1. Evidence of identity vs. role confusion (Erikson's theory)
2. Identity achievement, moratorium, foreclosure, or diffusion patterns
3. Influence of peer relationships on identity development
4. Examples of abstract thinking and hypothetical reasoning

Practical 8: Cognitive Development in Adolescence (12-18 years)

Audio/Mindmap Content:

1. Mindmap of adolescents solving formal operational tasks
2. Information showing adolescent risk-taking and decision-making

Student Task: Write a 350-word analysis identifying:

1. Evidence of formal operational thinking (hypothetical-deductive reasoning)
2. Examples of adolescent egocentrism (personal fable, imaginary audience)
3. Relationship between brain development and behavior
4. Impact of cognitive changes on emotional and social development

Practical 9: Intimacy and Relationships in Young Adults (18-30 years)

Audio/Mindmap Content:

1. Mindmap interviews about romantic relationships, career decisions, life goals
2. Information of young adults navigating independence and relationship formation

Student Task: Write a 400-word analysis examining:

1. Evidence of intimacy vs. isolation stage (Erikson)
2. Attachment styles in adult romantic relationships
3. Impact of emerging adulthood on developmental tasks
4. Balance between autonomy and intimacy

Practical 10: Generativity in Middle Adulthood (30-65 years)

Audio/Mindmap Content:

1. Mindmap interviews with middle-aged adults discussing parenting, career, community involvement
2. Information of mentoring relationships and community engagement

Student Task: Write a 350-word analysis covering:

1. Evidence of generativity vs. stagnation (Erikson)

2. Examples of generative behaviors (parenting, mentoring, creativity)
3. Career development and work-life balance challenges
4. Preparation for later life transitions

Practical 11: Wisdom and Integrity in Late Adulthood (65+ years)

Audio/Mindmap Content:

1. Mindmap interviews with older adults reflecting on life experiences
2. Information showing adaptation to aging, maintaining relationships, coping with loss

Student Task: Write a 400-word analysis examining:

1. Evidence of ego integrity vs. despair (Erikson)
2. Successful aging strategies and adaptation mechanisms
3. Cognitive changes and compensation strategies
4. Life review process and meaning-making

Evaluation of the Students:

1. The University exam will be 4 hours
2. There will be a batch of 20 students for practical examination.
3. Students will prepare a field project report.

Savitribai Phule Pune University, Pune

SYBA (NEP) Practical Examination, Oct/Nov OR April/May, 20__

Name of the Centre : _____ Title of the Course : Developmental Psychology (P)

Day & Date : _____ Time : _____ Batch No : _____

Name of the student	Internal (15)				University Seat No	External (35)					Total (50)
	Practical 50 percent (05)	Instructions (05)	Viva (50)	Total (15)		Journal (10)	Instruction (05)	Report writing (10)	Viva (10)	Total (35)	
	I,E,T,A										

I: Internal; E:External; T:Total; A:Average

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : VOCATIONAL SKILL COURSE (VSC)

Course Name : Basics of Counselling (T)

Course Code : PSY-221-VSC

No. of hours : 30

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to:

1. Understand the counselling process, its purpose, goals, and the factors influencing its effectiveness from both the client's and counsellor's perspectives.
2. Analyze the essential qualities of an effective counsellor, including empathy, non-judgment, and unconditional positive regard.
3. Develop core counselling skills such as active listening, paraphrasing, questioning, summarizing, normalizing, and reframing to facilitate effective communication.
4. Explore the principles and techniques of major counselling approaches, including Person-Centered Therapy, Cognitive-Behavioral Therapy (CBT), and Rational Emotive Behavior Therapy (REBT).
5. Evaluate the role of ethical considerations in counselling, including cultural sensitivity, confidentiality, and professional ethics.
6. Apply theoretical knowledge and therapeutic skills to real-world counselling scenarios while maintaining ethical and professional standards.

Unit 1: Overview of Counselling (15)

1. Understanding the Counselling process, Purpose and Goals of counselling
2. Two perspectives in judging the effectiveness of counselling
 - a. Client's perspective
 - b. Counsellor's perspective
3. Desirable counsellor qualities (Empathy, Non-judgement, Unconditional Positive Regard)
4. Basic principles of counselling (Listening skills, Paraphrasing, Questioning and Summarizing, Normalizing, Reframing)

Unit 2: Basics therapeutic skills and ethical issues (15)

1. Person-centered therapy
2. Cognitive-behavioural Therapy
3. Rational Emotive Behaviour Therapy
4. Ethical issues: Addressing cultural issues, Confidentiality, Professional ethics

READINGS:

Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. John Wiley & Sons.

Practical counselling skills : an integrative approach / Kathryn Geldard and David Geldard - Catalogue | National Library of Australia. (n.d.).

Deshpande C.G. et. al. (2010) Samupadeshn: Shastriya Prakriya va upayojan. Unmesh Prakashan Pune

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : FIELD PROJECT

Course Name : Field Project in Psychology

Course Code : PSY-231-FP

No. of hours : 60

No. of Credits : 02

Course Outcomes:

1. After completing this course, students will be able to
2. Apply psychological theories and principles in practical fieldwork settings.
3. Demonstrate proficiency in designing and conducting psychological research using appropriate methodologies.
4. Adhere to ethical standards in conducting psychological research, ensuring the protection and respect of participants.
5. Analyze and interpret research data effectively, using statistical tools and psychological frameworks.
6. Communicate research findings clearly and effectively through written reports and oral presentations.
7. Develop professional skills and interpersonal competencies required for collaborative fieldwork and research environments.

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 field project will be helpful to the students to learn basic research based psychological skills.

Following are some areas, select any one of them for field work and write the detailed report in project form and submit the reports of the same.

Areas for field project (Select Any One topic from the following)

Conduct a survey having a sample size of 30 to 50 participants on a topic related to psychology such as mental health, mental wellbeing, stress, anxiety, adjustment, mobile addiction, life satisfaction, family environment, workplace environment, personality, etc.

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 conduction of field visits and preparing the field reports.
3. Under the guidance of the subject teacher students will conduct field visit and prepare a detailed field visit report in project form (Review of literature is not necessary).
4. Any standard psychological test or other method can be used to collect data.
5. Sample size minimum 30.
5. Mean and SD can be used for data analysis. Students can perform further statistical analysis under the guidance of the subject teacher.

Examination Pattern:

Practical Paper of 2 Credits - 30 clock hours

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

For Internal Examination

Draft Report, Data collection - 10 Marks

Viva - 05 Marks

Assessment of the student:

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

Report: 10 marks (external only)

Presentation: 10 (internal + external)

Viva: 15 (internal + external)

- The University exam will be 4 hours
- There will be a batch of 20 students for practical examination.
- Students will prepare a field project report.

READINGS:

Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall

Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.

Myers, A., & Hansen, C. (2011). *Experimental psychology* (7th ed.). Wadsworth, Cengage Learning.

Myers, D. G., & Twenge, J. M. (2019). *Social psychology* (13th ed.). McGraw-Hill Education.

Leong, F. T. L., & Austin, J. T. (Eds.). (2006). *The psychology research handbook: A guide for graduate students and research assistants* (2nd ed.). SAGE Publications.

Price, P. C., Jhangiani, R., & Chiang, I. (2016). *Designing and conducting research in psychology*. Flat World Knowledge.

Shaughnessy, J. J., Jr., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research methods in Psychology* (Ninth Edition). McGraw-Hill.

Name of the Programme : B.A. Psychology
Class : S.Y.B.A.
Semester : III
Course Type : MINOR THEORY
Course Name : Interpersonal Communication
Course Code : PSY-241-MNT
No. of hours : 30
No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Describe the process of interpersonal communication and understand the influence of technology and social networking on interactions.
2. Explain the impact of nonverbal communication, including its principles, elements, and role in detecting deception.
3. Identify barriers to effective communication and develop strategies to enhance conversational skills, self-disclosure, and active listening.
4. Define interpersonal conflict and apply conflict resolution strategies, including assertive communication techniques, to manage conflicts effectively.
5. Learn about attribution theories and Impression formation tactics.
6. Develop effective conversational and listening skills for better interpersonal communication.

Unit 1: Interpersonal Communication and Nonverbal Communication (15)

- 1.1 Components and Features of the Communication Process,
- 1.2 Technology and Interpersonal Communication; Social Networking sites
- 1.3 Communication and Adjustment
- 1.4 Nonverbal communication: general principles, elements and significance of nonverbal communication, detecting deception

Unit 2: Interpersonal Skills (15)

- 2.1 Social perception: Attribution Theory, Impression formation.
- 2.2 Communication problems: Communication apprehension, barriers to effective communication
- 2.3 Interpersonal Relationships: Friendship, love & Conflict: Beliefs about conflict, conflict management strategies, dealing constructively with conflict
- 2.4 Assertive Communication Style: nature of assertiveness, steps in assertive training.

READINGS:

- Feldman, S.R. (2021).Essentials of understanding psychology(14th Ed.) Mc Graw Hill.
- Mortisugu, J., Vera, E.M., Jacobs, J.H. & Kennedy, M.(2017). Psychology of Adjustment: The search for meaningful balance. New Delhi: Sage publications, Inc.
- 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. Psychology
Class : S.Y.B.A.
Semester : III
Course Type : MINOR PRACTICAL
Course Name : Psychology Minor Practical 1
Course Code : PSY-242-MNP
No. of hours : 60
No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to:

1. To develop self-awareness through structured psychological exercises.
2. To enhance intrapersonal skills through reflective and analytical methods.
3. To improve listening skills for effective interpersonal communication.
4. To facilitate self-improvement through applied psychology techniques.
5. To learn body language skills through communication techniques.
6. To improve writing skills using standard writing exercises.

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 non-laboratory practical will be helpful to the students to learn basic research based psychological skills.

Conduct **ANY FOUR** of the following activities:

- 1) **SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis for Self-Assessment :-** Conduct SWOT analysis on self.
- 2) **Johari Window Analysis :-** Use the Johari Window model to explore self-awareness on self.
- 3) **Types of Listening: Active, Passive, and Reflective :-** Role-playing exercises to differentiate active, passive, and reflective listening.
- 4) **Paraphrasing & Summarizing Exercises :-** Listen to short speeches, lectures, or stories and summarize key points.
- 5) **Importance of Body Language in Communication :-** Group discussion on the role of non-verbal cues in daily life.
- 6) **Do's and Don'ts of Non-Verbal Communication :-** Case study analysis of effective vs. ineffective body language.
- 7) **Analyzing Body Language through Movie Clips & Video Clips :-** Watch selected movie/video clips and identify non-verbal cues.

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. Under the guidance of the subject teacher, students will conduct the activity and write the report.
3. Students can conduct some activities on oneself wherever possible.

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

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

For Internal Examination

Active Participation - 05 Marks

Conduction of activity - 10 Marks (2.5 marks each)

Assessment of the student:

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

Activity Report 1 : 10

Activity Report 2 : 10

viva: 15

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination.
3. Students will submit the report.

READINGS:

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

Mortisugu, J., Vera, E.M., Jacobs, J.H. & Kennedy, M.(2017). Psychology of Adjustment: The search for meaningful balance. New Delhi: Sage publications, Inc.

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. Psychology
Class : S.Y.B.A.
Semester : III
Course Type : IKS under Major
Course Name : Introduction to Indian Psychology
Course Code : PSY-200-IKS
No. of hours : 30
No. of Credits : 02

Course Outcomes:

1. After completing this course, students will be able to:
2. Understand the scope, foundational concepts, and unique approach of Indian Psychology compared to Western perspectives.
3. Analyze the philosophical and cultural roots of Indian Psychology, including its sources and methods of study.
4. Examine the concepts of Dharma and Karma and their psychological implications on human behavior and well-being.
5. Explore Indian perspectives on consciousness and the mind-body complex, including Advaita, Buddhist, and Samkhya-Yoga traditions.
6. Evaluate the role of meditation and applied yoga in mental health and psychological well-being.
7. Apply Indian psychological principles in various fields, such as counseling, education, and personal development.

Unit 1: Scope, Substance and Methods of Indian Psychology (15)

1. Psychology in the Indian Tradition
2. Sources of Indian Psychology, methods of study in Indian Psychology
3. Cultural Climate and Conceptual Roots of Indian Psychology
4. Concept of Dharma and Karma and implications for Psychology

Unit 2: Indian Psychology: Applications

1. Consciousness in Indian Psychology: Advaita, Buddhist and Samkhya-Yog perspectives
2. Mind-Body Complex in Indian Psychology
3. Meditation and Applied Yoga
4. Indian Model of Applied Psychology: Implications and Applications

READINGS:

Banavathy, V. K., & Choudry, A. (2015). Indian psychology: Understanding the basics. *International Journal of Yoga-Philosophy, Psychology and Parapsychology*, 3(1), 9

- Dalal, A.K., & Misra, G. (2010). The core and context of Indian psychology." Psychology and developing societies 22.1: 121-155.
- Rao, K., Anand C. Paranjpe, & Ajit K. Dalal. (2008). Handbook of Indian psychology. Cambridge University Press India/Foundation Books.
- Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi: Springer India.
- Sreeja Gangadharan, P., & Jena, S. P. K. (2016). Understanding Mind through Indian Psychology.
- Verma, M. C. (2010). Foundations of Indian Psychology, Volume 1: Theories and Concepts. Pearson Education India.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : OPEN ELECTIVE

Course Name : Consumer Psychology

Course Code : OE-201-PSY

No. of hours : 30

No. of Credits : 02

Course Outcomes:

1. After completing this course, students will be able to:
2. Understand the definition, emergence, and significance of consumer psychology in influencing consumer behavior.
3. Analyze the role of memory and learning in shaping consumer decisions and purchasing habits.
4. Examine how sensation, perception, and attention impact consumer choices, using principles like Gestalt theory.
5. Evaluate the influence of emotions and attitudes on consumer decision-making and behavioral patterns.
6. Explore key principles of advertising psychology, including attention factors and elements of successful advertisements.
7. Apply theories of motivation and attitudinal change to understand and influence consumer behavior effectively.

Unit 1: CONSUMER PSYCHOLOGY: THE BASICS [15]

1.1 Consumer Psychology: Definition, and how it emerged

1.2 Role of memory and learning in consumer behaviour.

Consumer's Sensation and Perception: Definition, Gestalt Theory, use of different senses

1.3 Attention: Nature and what attracts consumers' attention?

Unit 2: CONSUMER'S BEHAVIOUR AND ATTITUDES [15]

2.1 Emotions: The Emotional Consumer, impact of emotions on decision-making

2.2 Attitude: How attitudes are generated? Theories of attitudinal change, do attitudes predict behaviour?

2.3 Advertising Psychology: Role of attention, factors making advertisements successful.

2.4 Motivational determinants of behaviour: Theories of motivation and how to motivate consumers.

READINGS:

- Fennis, B.M. & Stroebe, W. (2010). *The Psychology of Advertising*. East Sussex: Psychology Press.
- Jansson-Boyd, C. V. (2010). *Consumer Psychology*. New York: Open University Press.
- Jansson-Boyd, C. V. & Zawisza, M.J. (2017). *Routledge International Handbook of Consumer Psychology*. New York: Routledge.
- Kahle, L.R. & Kim, C. (2006). *Creating Images and the Psychology of Marketing Communication*. London: Lawrence Erlbaum Associates, Inc.
- Norton, M.I., Rucker, D.D., & Lambertson, C. (2015). *The Cambridge Handbook of Consumer Psychology*. New York: Cambridge University Press.
- Young, B.M. (2018). *Consumer Psychology: A Life Span Developmental Approach*. Exeter, UK: Palgrave.

Name of the Programme : B.A. Psychology
Class : S.Y.B.A.
Semester : IV
Course Type : MAJOR MANDATORY THEORY
Course Name : Abnormal Psychology
Course Code : PSY-251-MJT
No. of hours : 60
No. of Credits : 04

Course Outcomes:

After completing this course, students will be able to:

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

1. Understand different definitions and criteria for abnormal behavior
2. Identify major psychological disorders according to current diagnostic systems
3. Analyze various theoretical perspectives on the etiology of mental disorders
4. Evaluate research methods used in abnormal psychology
5. Demonstrate awareness of cultural and ethical considerations in mental health
6. Apply knowledge of assessment and treatment approaches
7. Critically examine stigma and misconceptions about mental illness

Unit 1: Foundations of Abnormal Psychology (15)

- 1.1 Definition and Nature of Abnormal Psychology
- 1.2 Criteria of Abnormal Behaviour, DSM and ICD Manual
- 1.3 Basic on Perspectives of Abnormal Behaviour
- 1.4 Scientific Methods in Abnormal Psychology

Unit 2: Anxiety, Trauma, and Stress-Related Disorders (15)

- 2.1 Anxiety disorders: Generalized anxiety disorder, panic disorder, phobias
- 2.2 Obsessive-compulsive and related disorders
- 2.3 Trauma and stressor-related disorders: PTSD, acute stress disorder
- 2.4 Somatic symptom and related disorders

Unit 3: Mood Disorders and Psychotic Disorders (15)

- 3.1 Major depressive disorder and persistent depressive disorder
- 3.2 Bipolar disorders and Suicide & Para Suicide
- 3.3 Schizophrenia spectrum and other psychotic disorders
- 3.4 Neurodevelopmental disorders: Autism spectrum disorder, ADHD

Unit 4: Personality, Substance Use, and Special Populations (15)

- 4.1 Personality disorders: Clusters A, B, and C
- 4.2 Substance-related disorders, Eating disorders and Sleep-wake disorders
- 4.3 Childhood and adolescent psychopathology
- 4.4 Geriatric mental health issues

READINGS:

Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2023). *Abnormal Psychology: An Integrative Approach* (9th ed.). Cengage Learning.

Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2022). *Abnormal Psychology* (14th ed.). Wiley.

DSM-5-TR (Diagnostic and Statistical Manual of Mental Disorders)

Name of the Programme : B.A.

Psychology Class : S.Y.B.A.

Semester : IV

Course Type : MAJOR MANDATORY THEORY

Course Name : Practical in Abnormal Psychology

Course Code : PSY-252-MJP

No. of hours : 60

No of Credits : 02

Course outcomes:

1. After completing this course, students will be able to:
2. Describe the measurements used for the assessment of psychopathology
3. Administer the measures of psychopathology under the guidance of teacher/s and/or mental health professional/s.
4. Do the scoring of measures of psychopathology under the guidance of teacher/s and/or mental health professional/s.
5. Write a report of measures of psychopathology under the guidance of teacher/s and/or mental health professional/s

Instructions: Students should administer, score and write a report of any four psychopathology measures taught by the teachers and maintain the record in journal.

SN	Domain	Name	Items	Purpose
1	Depression	Patient Health Questionnaire (PHQ-9)	9	Assess Severity of Depression
2	Anxiety and Depression	The Hospital Anxiety and Depression Scale (HADS)	14	Assess Severity of Anxiety & Depression
3	Phobia	Specific Phobia Questionnaire (SPQ)	45	Measure specific phobia and level of interference
4	Phobia	Fear Questionnaire (FQ)	24	Agoraphobia, Blood injury phobia and Social phobia
5	Social Anxiety Disorder	Severity Measure for Social Anxiety Disorder (Social Phobia)	10	Severity of Social Anxiety Disorder
6	Health Anxiety	Short Health Anxiety Inventory (HAI-18)	18	Severity of Health Anxiety
7	ID	Behavior and Symptom Checklist for Intellectual Disability	63	Behaviour, sexuality, mood, Speech, psychomotor activity, attention & concentration, Memory, orientation. Sleep
8	Autism	Autism Observation Checklist	52	Communication, Stereotyped behavior, Social Skills & associated concerns
9	Autism	Trivandrum Autism Behavioural Checklist (TABC)	39	Qualitative Impairment in Social Interaction and Communication, Peculiar Behavioural Characteristics, Sensory Integration
10	ADHD	Vanderbilt ADHD Diagnostic Teacher Rating Scale	35	Inattention, Hyperactivity/ impulsivity, ODD & Conduct Disorder, Anxiety /Depression
11	ADHD	Copeland Symptom List Adult Attention Deficit Disorder	63	Inattention/Distractibility, Impulsivity, Activity Level, Noncompliance, Underachievement/disorganization, emotional difficulties, peer relations, family relations

READINGS:

1. Kroenke, K., Spitzer, R. L., & Williams, J. B. W. (1999). Patient Health Questionnaire-9 (PHQ-9) [Database record]. APA PsycTests. <https://doi.org/10.1037/t06165-000>
2. Zigmund, A. S., & Snaith, R. P. (1983). The Hospital Anxiety and Depression Scale. *Acta Psychiatrica Scandinavica*, 67(6), 361–370.
3. Ovanessian, M., Fairbrother, N., Vorstenbosch, V., McCabe, R., Rowa, K. & Antony, M. (2019). \ Psychometric Properties and Clinical Utility of the Specific Phobia Questionnaire in an Anxiety Disorders Sample. *Journal of Psychopathology and Behavioral Assessment*. 41. 1-17. 10.1007/s10862-018-9687-1.
4. Marks, IM, Mathews (1979). Brief standard self-rating for phobic patients. *Behavior Research and Therapy*, 17, 263-167, (Fear Questionnaire (FQ))
5. Craske M, Wittchen U, Bogels S, Stein M, Andrews G, Lebeu R (2013)..Severity Measure for Social Anxiety Disorder (Social Phobia)—Adult. American Psychiatric Association.
6. Salkovskis, P.M., Rimes, K.A., Warwick, H.M.C, & Clark, D.M. (2006). The Health Anxiety Inventory: Development and validation of scales for the measurement of health anxiety and hypochondriasis. *Psychological Medicine*, 32(5), 843–853.
7. Hurley, A.D. (2001). Behavior and Symptom Checklist for Intellectual Disability. *Mental Health Aspects of Developmental Disabilities*, 4, 21-30.
8. Washington State Medical Home. Autism Observation Checklist created by Maureen Turner. Retrieved from <https://medicalhome.org/docs/SMART-Observation-Checklist-.pdf> on July 3, 2025.
9. Nair MKC, Russell PS, George B, Prasanna GL, Bhaskaran D, Shankar SR, Singh Y. CDC Kerala 10: Diagnostic accuracy of the severity scores for childhood autism rating scale in India. *Indian J Pediatr*. 2014 Dec;81 Suppl 2:S120-4.
10. Wolraich, M.L., Feurer, I.D., Hannah, J.N., et al. 1998. Obtaining systematic teacher reports of disruptive behavior disorders utilizing DSM-IV. *Journal of Abnormal Child Psychology* 26(2):141–152.
11. Copeland, E. D. (1991). Medications for attention disorders (ADHD/ADD) and related medical problems (Tourette's syndrome, sleep apnea, seizure disorders): A comprehensive handbook. SPI Press. Retrieved from [https://depts.washington.edu/dbpeds/Screening%20Tools/Copeland-Symptom-Checklist\(Adult.ADHD\).pdf](https://depts.washington.edu/dbpeds/Screening%20Tools/Copeland-Symptom-Checklist(Adult.ADHD).pdf) on July 3, 2025

Name of the Programme : B.A.

Psychology Class : S.Y.B.A.

Semester : IV

Course Type : VOCATIONAL SKILL COURSE (VSC)

Course Name : Practicals in Counselling Psychology

Practical 4 Course Code : PSY-271-VSC

No. of hours : 60 hrs

No of Credits : 02

Course Outcome

Through this practical course students will learn to

1. understand the Foundational Communication and Rapport-Building Skills.
2. gain insight of Systematic Information Gathering and Assessment Techniques
3. utilize Advanced Therapeutic Communication Skills
4. implement Treatment Planning and Intervention Strategies

Conduct of Practical :

1. As per NEP guidelines batch of students will be created.
2. Students are expected to conduct practical under subject Teacher's supervision.
3. Student will be demonstrated any six Practical by subject Teacher and student will write a report on the same.
4. The report writing includes Introduction, Objective, Theoretical construction on the given concept, Brief on audio Recording/Mindmap, procedure (student will listen audio carefully or observe mindmap), in discussion part student will write on his/her take away from the audio/mindmap material provided, practical will end with conclusion.

Practical 1: Rapport Building and Initial Connection

Objective: Develop skills to establish trust and connection with clients

Materials: Role-play scenarios, observation sheets

Exercise:

- 1.**Setup:** Participants work in pairs (counsellor and client)
- 2.**Scenario:** Client presents with anxiety about job interview
- 3.**Focus Skills:** (i) Appropriate eye contact and body language (ii) Mirroring client's energy level (iii) Using client's name appropriately and (iv) Finding common ground
- 4.**Activity Steps:** (i) 5 minutes: Counsellor practices building rapport using non-verbal cues (ii) Discussion: What made the client feel comfortable/uncomfortable? (iii) Repeat with different scenarios (grief, relationship issues, academic stress)
- 5.**Assessment Criteria:** (i) Client feels welcomed and understood (ii) Counsellor maintains professional boundaries (iii) Natural conversation flow established

Practical 2: Active Listening and Attending Skills

Objective: Master the fundamental skill of truly hearing and understanding clients

Materials: Audio recordings, listening skills checklist

Exercise:

1. **Setup:** Groups of three (counsellor, client, observer)
- 2.**Scenario:** Client shares about workplace conflict
- 3.**Focus Skills:** (i) Minimal encouragers ("mm-hmm," "go on") (ii) Appropriate silence (iii) Avoiding interruptions (iv) Demonstrating attention through posture
- 4.**Activity Steps:** (i) 10 minutes: Client speaks while counsellor practices active listening (ii) Observer notes listening behaviors using checklist (iii) 5 minutes: Counsellor reflects back what they heard (iv) Rotate roles
- 5.**Assessment Criteria:** (i) Client feels heard and understood (ii) Counsellor can accurately summarize content and emotions (iii) Appropriate use of silence and encouragers

Practical 3: Information Gathering and History Taking

Objective: Systematically collect relevant client information while maintaining therapeutic relationship

Materials: Intake forms, structured interview guides

Exercise:

- 1.Setup:** Counsellor-client pairs with specific case scenarios
 - 2.Scenario:** New client presenting with depression symptoms
 - 3.Focus Skills:** (i) Open-ended questioning techniques (ii) Transitioning between topics smoothly (iii) Gathering essential information without interrogating (iv) Balancing structure with flexibility
 - 4.Activity Steps:** (i) 15 minutes: Conduct structured information gathering (ii) Focus on: presenting problem, history, support systems, previous therapy (iii) Practice moving from general to specific questions (iv) Debrief on what information was essential vs. nice-to-know
 - 5.Assessment Criteria:** (i) Comprehensive information collected (ii) Client doesn't feel interrogated (iii) Natural flow maintained throughout
-

Practical 4: Effective Questioning Techniques

Objective: Develop skill in asking questions that promote insight and exploration

Materials: Question type cards, scenario descriptions

Exercise:

- 1.Setup:** Small groups practicing different question types
 - 2.Scenario:** Client struggling with decision-making
 - 3.Focus Skills:** (i) Open vs. closed questions (ii) Probing questions (iii) Hypothetical questions (iv) Scaling questions
 - 4.Activity Steps:** (i) Practice each question type with same scenario (ii) Notice how different questions elicit different responses (iii) 5 minutes per question type (iv) Group discussion on effectiveness
 - 5.Assessment Criteria:** (i) Appropriate question type selection (ii) Questions promote client exploration (iii) Avoids leading or multiple questions
-

Practical 5: Paraphrasing and Reflection Skills

Objective: Accurately reflect client's thoughts and feelings to demonstrate understanding

Materials: Reflection practice sheets, emotion word lists

Exercise:

- 1.Setup:** Counsellor-client pairs
 - 2.Scenario:** Client expressing frustration about family relationships
 - 3.Focus Skills:** (i) Paraphrasing content accurately (ii) Reflecting emotions appropriately (iii) Using client's language (iv) Tentative language ("It sounds like...")
 - 4.Activity Steps:** (i) 10 minutes: Client shares while counsellor practices reflections (ii) Focus on both content and emotional reflections (iii) Client provides feedback on accuracy (iv) Practice with increasingly complex emotional content
 - 5.Assessment Criteria:** (i) Accurate content reflection (ii) Appropriate emotional reflection (iii) Client feels understood (iv) Use of tentative, non-assumptive language
-

Practical 6: Summarizing and Synthesizing Information

Objective: Organize and present client information in coherent, meaningful ways

Materials: Complex case scenarios, summary templates

Exercise:

- 1.Setup:** Individual practice followed by peer review
 - 2.Scenario:** Client with multiple presenting issues (anxiety, relationship problems, work stress)
 - 3.Focus Skills:** (i) Identifying key themes (ii) Connecting related information (iii) Presenting information clearly (iv) Highlighting patterns
 - 4.Activity Steps:** (i) 20 minutes: Listen to complex client presentation (ii) 10 minutes: Prepare verbal Summary (iii) Present summary to "client" for feedback (iv) Refine and practice with different scenarios
-

- 5. Assessment Criteria:** (i) Key information captured (ii) Logical organization (iii) Client confirms accuracy
(iv) Patterns and themes identified
-

Practical 7: Assessment and Problem Identification

Objective: Systematically evaluate client needs and identify treatment priorities

Materials: Assessment frameworks, risk assessment tools

Exercise:

1. Setup: Comprehensive case study analysis

2. Scenario: Client presenting with multiple symptoms and concerns

3. Focus Skills: (i) Mental status evaluation (ii) Risk assessment (iii) Strengths identification (iv) Priority setting

4. Activity Steps: (i) 25 minutes: Conduct comprehensive assessment (ii) Use structured assessment tools (iii) Identify immediate concerns vs. long-term goals (iv) Develop preliminary treatment priorities (v) Present findings to supervisor/peer

5. Assessment Criteria: (i) Thorough assessment conducted (ii) Risk factors identified (iii) Strengths Acknowledged (iv) Clear priorities established

Practical 8: Goal Setting and Treatment Planning

Objective: Collaborate with clients to establish clear, achievable therapeutic goals

Materials: Goal-setting worksheets, SMART criteria guides

Exercise:

1. Setup: Counsellor-client collaboration

2. Scenario: Client wants to "feel better" about life situation

3. Focus Skills: (i) Collaborative goal development (ii) Making goals specific and measurable (iii) Ensuring client ownership (iv) Realistic timeline setting

4. Activity Steps: (i) 15 minutes: Explore client's desired outcomes (ii) Work together to define specific Goals (iii) Ensure goals are SMART (Specific, Measurable, Achievable, Relevant, Time-bound) (iv) Develop action steps (v) Client commitment assessment

5. Assessment Criteria: (i) Goals are client-centered (ii) Specific and measurable outcomes (iii) Realistic and achievable (iv) Clear action steps identified

Practical 9: Intervention Techniques and Skill Building

Objective: Implement appropriate therapeutic interventions based on client needs

Materials: Intervention technique cards, practice scenarios

Exercise:

1. Setup: Skill-specific practice stations

2. Scenario: Various presenting problems requiring different interventions

3. Focus Skills: (i) Relaxation techniques (ii) Cognitive restructuring basics (iii) Problem-solving steps (iv) Coping strategy development

4. Activity Steps: (i) 10 minutes per intervention technique (ii) Practice with different client presentations (iii) Adapt techniques to client needs (iv) Receive feedback on technique delivery

5. Assessment Criteria: (i) Appropriate technique selection (ii) Clear explanation and demonstration (iii) Client engagement and understanding (iv) Technique adapted to client needs

Practical 10: Session Closure and Transition Skills

Objective: End sessions effectively while maintaining therapeutic progress

Materials: Closure checklist, transition scripts

Exercise:

1. Setup: End-of-session practice scenarios

2. Scenario: Various session types (intake, mid-therapy, crisis)

3. Focus Skills: (i) Summarizing session content (ii) Highlighting progress (iii) Assigning between-session

tasks (iv) Scheduling next appointment

4.Activity Steps: (i) 10 minutes: Practice closing different session types (ii) Focus on smooth transitions (iii) Ensure client understanding of next steps (iv) Address any concerns about ending

5.Assessment Criteria: (i) Session ends on time (ii) Key points summarized (iii) Client clear about next steps (iv) Smooth, comfortable closure

Practical 11: Follow-up and Continuity of Care

Objective: Maintain therapeutic relationship and progress between sessions

Materials: Follow-up templates, documentation forms

Exercise:

1.Setup: Between-session contact simulation

2.Scenario: Various follow-up situations (missed appointment, crisis, progress check)

3.Focus Skills: (i) Appropriate follow-up timing (ii) Professional communication (iii) Progress Monitoring (iv) Crisis response

4.Activity Steps: (i) Practice different follow-up scenarios (ii) 5 minutes per scenario type (iii) Focus on maintaining boundaries (iv) Document interactions appropriately

5.Assessment Criteria: (i) Appropriate follow-up methods (ii) Professional communication maintained (iii) Client progress monitored (iv) Proper documentation completed

Implementation Notes

Time Required: Each practical requires 45-60 minutes including setup, practice, and debrief

Group Size: Optimal groups of 6-9 participants for effective practice and feedback

Materials: All materials should be prepared in advance and readily available

Documentation: Participants should maintain a skills development log throughout all practicals

Progression: Practical build upon each other and should be completed in sequence for maximum benefit

Savitribai Phule Pune University, Pune

SYBA (NEP) Practical Examination, Oct/Nov OR April/May, 20__

Name of the Centre : _____ Title of the Course : Counselling Skills (P)

Day & Date : _____ Time : _____ Batch No : _____

Name of the student	Internal (15)				University Seat No	External (35)					Total (50)
	Practical 50 percent (05)	Instructions (05)	Viva (50)	Total (15)		Journal (10)	Instruction (05)	Report writing (10)	Viva (10)	Total (35)	
	I,E,T,A										

I: Internal; E:External; T:Total; A:Average

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : COMMUNITY ENGAGEMENT PROGRAMME (CEP)

Course Name : Mental Health Awareness Program

Course Code : PSY-281-CEP

No. of hours : 60

No. of Credits : 02

Course Objectives

After completing this course, students will be able to

1. Create and distribute informational brochures, posters, and digital content to promote mental health awareness effectively in their communities.
2. Develop and implement a community outreach plan to raise awareness about mental health, ensuring that mental health topics are communicated effectively to diverse audiences.
3. Gain practical skills in organizing and facilitating workshops on stress management, resilience building, and stigma reduction, contributing to the mental well-being of community members.
4. Develop a social media strategy to advocate for mental health awareness, including creating content that educates and engages online communities about mental health issues.
5. Learn how to create impactful poster presentations that convey key mental health messages and raise awareness in public spaces, contributing to visible mental health advocacy.
6. Plan and organize rallies aimed at spreading awareness about mental health, promoting community involvement, and reducing stigma associated with mental health issues.

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 Community mental health awareness and enhancement program will be helpful to the students to learn about creating mental health awareness among society based on psychological skills.

Following are some areas, select any two of them for community mental health awareness and enhancement program and write the detail report in project form and submit the reports of the same.

Sample List of Programs which can be conducted under Community Engagement Program

(Select **Any Two** of the following)

- Make educational pamphlets, posters, and online materials to raise awareness of mental health issues and share them with others in your community.
- Create a strategy for community outreach to increase mental health awareness and put it into practice in the neighbourhood where you live.
- Plan and lead an educational program on mental health that covers subjects including stigma reduction, resilience, and stress management.
- Create a social media campaign to promote mental well-being.
- Poster Presentation on Mental Health Awareness in public places.
- Rally on Mental Health Awareness.
- Conducting a program for school students or college students for any of the following topics: study habits, examination stress, motivation, mood management, mental health, etc.

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 conduction of field visits and prepare the field reports.
3. Under the guidance of subject teacher students will conduct field visit and prepare a detailed field visit report in project form

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

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

For Internal Examination

Report - 10 Marks

Viva - 05 Marks

Assessment of the student:

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

Report: 10 marks (external only)

Presentation: 10 (internal + external)

Viva: 15 (internal + external)

- University exam will be 3 hours
- There will be a batch of 20 students for practical examination.
- Students will prepare a report.

Name of the Programme : B.A. Psychology
Class : S.Y.B.A.
Semester : IV
Course Type : MINOR THEORY
Course Name : Adjustment and Adaptability Skills
Course Code : PSY-291-MNT
No. of hours : 30
No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Understand the concepts of adjustment and maladjustment, including their nature, criteria, causes, and remedies.
2. Analyze different coping mechanisms, including common coping patterns and the nature of constructive coping.
3. Evaluate the effectiveness of appraisal-focused, problem-focused, and emotion- focused coping strategies in managing stress and life challenges.
4. Explore the concept of adaptability, its significance, and its impact on personal and professional growth.
5. Develop strategies for enhancing self-adaptability, including resilience-building techniques and coping strategies.
6. Apply problem-solving, creative thinking, and strategic thinking skills to improve adaptability in various life situations.

Unit 1: Adjustment and Coping skills (15)

- 1.1 Concept and nature of Adjustment, Criteria of good adjustment
- 1.2 Concept and nature of Maladjustment. Causes and remedies of Maladjustment
- 1.3 Concept of Coping, common coping patterns, nature of constructive coping
- 1.4 Types of coping patterns: Appraisal-focused constructive coping, problem-focused constructive coping, emotion-focused constructive coping.

Unit 2: Adaptability (15)

- 2.1 Adaptability: Concept and nature
- 2.2 Consequences for adaptability and Strategies for Self
- 2.3 Strategies for Developing Adaptability skills
- 2.4 Problem solving Skills, Creative and Strategic thinking Skills

READINGS:

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

Adaptability available on <https://www.egyankosh.ac.in/bitstream/123456789/77164/1/Unit-2.pdf>

Mortisugu, J., Vera, E.M., Jacobs, J.H. & Kennedy, M.(2017). Psychology of Adjustment: The search for meaningful balance. New Delhi: Sage Publications, Inc.

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. Psychology
Class : S.Y.B.A.
Semester : IV
Course Type : MINOR PRACTICAL
Course Name : Psychology Minor Practical 2
Course Code : PSY-292-MNP
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 in various real-life contexts.
2. Demonstrate the ability to conduct psychological tests and interpret their results effectively.
3. Familiarize with different data collection methods used in psychological research and practice.
4. Develop basic skills in report writing, including documentation and analysis of psychological findings.
5. Evaluate the implementation of psychological tests in diverse real-world scenarios.
6. Apply psychological testing and data collection techniques ethically and appropriately in research and practice.

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 practical will be helpful to the students to learn basic research based psychological skills.

Perform Psychological Tests & prepare and submit a workbook of the same (Any Two).

Test is to be performed on 5 students and summary report to be prepared for the same

1. Mental Health
2. Coping strategies
3. Adjustment
4. Anxiety Scale
5. Values Questionnaire
6. Wellbeing Scale

An open source test from following can be used

- <https://psychology-tools.com/>
- <https://openpsychometrics.org/>
- <https://integrativehealthpartners.org/downloads/ACTmeasures.pdf>

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 conduction of two tests and prepare the test reports.
3. Under the guidance of the subject teacher, students will conduct psychological tests and scoring tests.

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

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

For Internal Examination

Active Participation - 05 Marks

Conduction of test - 10 Marks (2.5 marks each)

Assessment of the student:

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

Test Report 1 : 10

Test Report 2 : 10

viva: 15

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination.
3. Students will submit the report.

Assessment structure

1. The Assessment structure of Final Semester End University Examination of 35 Marks as follows.
2. University exam will be 3 hours
3. There will be a batch of 15 students for practical examination.
4. At the time of examination students have to perform any one of the tests allotted by the examiners on the subject and write the detailed report of the same.
5. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be preferably an internal examiner.
6. Internal and external examiners will jointly set question papers.
7. Each separate batch will have only one question paper set.
8. The question paper will contain problems based on the practical conducted at the respective centers.
9. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : OPEN ELECTIVE

Course Name : Advertising Psychology (P)

Course Code : OE-251-PSY

No. of hours : 60

No. of Credits : 02

Learning outcome:

After learning this course students will be

1. oriented on innovation and ideation required for advertisement.
2. aware with strategic Marketing Communication.
3. learn critical Analyze and Evaluation Skills required for advertising.
4. understand the psychology and Science of Persuasion.
5. gain the knowledge of digital marketing and technology integration
6. prepared for professional Development and Industry Readiness

Experiment 1: Converting Ideas into Services or Products

Objective: Learn the systematic process of transforming abstract ideas into viable business offerings.

Materials: Idea generation worksheets, market research templates, feasibility analysis forms

Procedure:

1. Generate 5 random problem statements from daily life (e.g., difficulty finding parking, food wastage)
2. For each problem, brainstorm 3 potential solutions
3. Select the most promising idea and develop it through: (i) Target audience identification (ii) Market size estimation (iii) Resource requirement analysis (iv) Revenue model creation
4. Create a simple business model canvas
5. Present your idea transformation process

Expected Outcome: Students will understand how to systematically convert ideas into actionable business concepts.

Experiment 2: Designing an Idea for a Product

Objective: Develop conceptual thinking and ideation skills for product creation.

Materials: Design thinking templates, user persona sheets, problem-solution fit worksheets

Procedure:

1. Identify a specific target demographic (e.g., college students, elderly people, working parents)
 2. Conduct mini-interviews with 5 people from this demographic
 3. List their top 3 daily challenges or unmet needs
 4. Generate 10 product ideas that could address these needs
-

5. Use voting/scoring to select the top 3 ideas

6. Develop detailed concept descriptions for each: (i) Core functionality (ii) Unique value proposition (iii) Key features (iv) Differentiation factors

7. Create rough sketches or mind maps for each concept

Expected Outcome: Students will learn structured ideation and concept development processes.

Experiment 3: Designing a Product

Objective: Transform a product idea into a tangible design with specifications.

Materials: Design software/paper, prototyping materials, specification templates

Procedure:

1. Take the best idea from Experiment 2

2. Define product specifications: (i) Physical dimensions/digital interface requirements (ii) Key features and functionality (iii) Materials or technology needed

(iv) User interaction flow

3. Create detailed design mockups: (i) Visual appearance (ii) User interface (if applicable) (iii) Packaging design

4. Build a simple prototype or detailed wireframe

5. Test the prototype with 3 potential users

6. Iterate based on feedback

7. Prepare a product specification document

Expected Outcome: Students will experience the complete product design process from concept to prototype.

Experiment 4: Designing Advertisement for a Service

Objective: Create compelling service advertisements across different media.

Materials: Design tools, service examples, advertising format templates

Procedure:

1. Choose a local service business (restaurant, salon, tutoring, etc.)

2. Identify the service's key benefits and target audience

3. Create advertisements in 3 different formats: (i) Print advertisement (newspaper/magazine) (ii) Digital banner ad (website/social media) (iii) Radio script (30-second spot)

4. Focus on service-specific elements: (i) Emphasize experience and outcomes (ii) Include testimonials or reviews (iii) Highlight expertise and reliability

5. Test advertisements with 5 people from the target demographic

6. Refine based on feedback

Expected Outcome: Students will understand service marketing nuances and multi-channel advertising.

Experiment 5: Designing Advertisement for a Product

Objective: Develop product-focused advertising skills emphasizing features and benefits.

Materials: Product samples, advertising creation tools, benefit analysis worksheets

Procedure:

1. Select a physical product (electronic gadget, food item, clothing, etc.)
2. Analyze product features and translate them into customer benefits
3. Create advertisements for 3 different channels: (i) Social media post with visuals (ii) YouTube video script (60 seconds) (iii) Point-of-sale display poster
4. Incorporate product-specific elements: (i) High-quality product imagery (ii) Feature demonstrations (iii) Comparison with competitors (iv) Call-to-action for purchase
5. A/B test two versions of one advertisement format
6. Measure engagement or response rates

Expected Outcome: Students will master product advertising techniques and understand feature-benefit translation.

Experiment 6: Designing Advertisement for Vendorship

Objective: Create B2B advertisements targeting potential business partners or distributors.

Materials: B2B advertising examples, partnership proposal templates, trade publication formats

Procedure:

1. Assume you're a manufacturer seeking retail partners/distributors
2. Choose a product category (beverages, electronics, cosmetics)
3. Identify what vendors/distributors need: (i) Profit margins (ii) Marketing support (iii) Product reliability (iv) Brand reputation
4. Create B2B advertisements for: (i) Trade magazine advertisement (ii) Trade show booth display (iii) Email campaign to potential partners
5. Focus on business benefits: (i) ROI potential (ii) Support provided (iii) Market demand evidence (iv) Partnership terms
6. Include case studies or success stories

Expected Outcome: Students will understand B2B marketing dynamics and vendor relationship building.

Experiment 7: Analysis of Advertisements

Objective: Develop critical analysis skills for evaluating advertisement effectiveness.

Materials: Advertisement collection (print, digital, video), analysis frameworks, evaluation rubrics

Procedure:

1. Collect 10 advertisements from different industries and media types
2. Create an analysis framework covering: (i) Target audience identification (ii) Message clarity and appeal (iii) Visual design effectiveness (iv) Call-to-action strength (v) Brand consistency (vi) Emotional impact
3. Score each advertisement on a 1-10 scale for each criterion

4. Identify the top 3 and bottom 3 performing ads
5. Analyze what makes the top ads successful
6. Suggest improvements for the bottom ads
7. Present findings with supporting evidence

Expected Outcome: Students will develop analytical thinking and advertisement evaluation skills.

Experiment 8: Ethical Issues in Advertisement

Objective: Identify and address ethical concerns in advertising practices.

Materials: Controversial advertisement examples, ethical frameworks, case study templates

Procedure:

1. Research and collect 5 advertisements that have faced ethical criticism
2. Categories to explore: (i) Misleading claims (ii) Stereotyping or discrimination (iii) Targeting vulnerable populations (iv) Hidden fees/conditions (v) Environmental or health concerns
3. Analyze each case using ethical frameworks: (i) Truth in advertising (ii) Social responsibility (iii) Consumer protection (iv) Cultural sensitivity
4. For each problematic ad, create an ethical alternative version
5. Develop a personal ethical advertising checklist
6. Debate the balance between persuasion and ethical responsibility

Expected Outcome: Students will understand advertising ethics and responsible marketing practices.

Experiment 9: Effect of Color on Advertisement

Objective: Investigate how color choices impact advertisement perception and effectiveness.

Materials: Color theory resources, design software, survey tools, identical ad templates

Procedure:

1. Create identical advertisements for the same product using different color schemes: (i) Version A: Warm colors (red, orange, yellow) (ii) Version B: Cool colors (blue, green, purple) (iii) Version C: Neutral colors (black, white, gray) (iv) Version D: High contrast combinations
2. Test each version with different groups (minimum 20 people per version)
3. Measure responses for: (i) Attention-grabbing ability (ii) Emotional response (iii) Purchase intention (iv) Brand perception (v) Memorability
4. Compare results across color schemes
5. Research color psychology principles
6. Match findings with established color theory
7. Create guidelines for color selection in advertising

Expected Outcome: Students will understand color psychology's role in marketing effectiveness.

Experiment 10: Cross-Cultural Advertisement Adaptation

Objective: Learn how to adapt advertisements for different cultural contexts.

Materials: International advertisement examples, cultural research resources, adaptation templates

Procedure:

1. Select a global brand's advertisement from one country
2. Research cultural differences between that country and India: (i) Values and beliefs (ii) Communication styles (iii) Visual preferences (iv) Taboos or sensitivities
3. Identify elements that need adaptation: (i) Language and messaging (ii) Visual imagery (iii) Cultural references (iv) Colors and symbols
4. Create a culturally adapted version for the Indian market
5. Test both versions with Indian audiences
6. Compare effectiveness and cultural appropriateness
7. Document the adaptation process and learnings

Expected Outcome: Students will appreciate cultural sensitivity in global marketing.

Experiment 11: Digital vs Traditional Advertisement Effectiveness

Objective: Compare the impact and effectiveness of digital versus traditional advertising methods.

Materials: Campaign creation tools, analytics platforms, traditional media samples, measurement templates

Procedure:

1. Choose the same product/service for both campaigns
2. Create parallel campaigns: (i) Traditional: Print ad, radio spot, billboard design (ii) Digital: Social media ads, Google ads, email marketing
3. Set identical budgets and timeframes for both approaches
4. Launch campaigns simultaneously (or simulate with test audiences)
5. Measure and compare: (i) Reach and frequency (ii) Engagement rates (iii) Cost per impression (iv) Conversion rates (v) Target audience precision (vi) Feedback quality
6. Analyze advantages and disadvantages of each approach
7. Recommend an integrated strategy combining both methods

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : SKILL ENHANCEMENT COURSE

Course Name : Self Profile for Career Choice (P)

Course Code : PSY-251-SEC

No. of hours : 60

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. understand their strength, Weaknesses, Opportunities and Threats.
2. understand their level of academic self- concept.
3. understand their level of emotional intelligence.
4. understand their locus of control.
5. understand their big five dimensions of personality.
6. understand the direction of career choice
7. able to make a profile to choose appropriate career path

SrNo	Name of the Test	No of Items
1	SWOT Analysis	--
2	Academic self Concept Scale	40 items
3	Schutte Self Report Emotional Intelligence Test	26 tems
4	Levenson Multidimensional Locus of Control Scale	24 items
5	Big Five Inventory	44 items
6	RIASEC Test (Career Choice)	42 items

At the end of the course, student will be able to make his/her Profile

The student will be evaluated on the profile developed by the student for his/her career choice.