



**Savitribai Phule Pune University**  
**(Choice Based Credit System-70:30-Pattern)**  
**(w. e. f- 2021-2022)**  
**T. Y. B. A- English**

Semesters	New Nomenclature of Courses/Papers	Old Nomenclature of Courses/Papers	Credits
V	CC-Compulsory English	Compulsory English	03
VI	CC-Compulsory English	Compulsory English	03
V	SEC-1-C	G-3	03
VI	SEC-1-D	G-3	03
V	DSE-1-C	S-3	3+1=04
VI	DSE-1-D	S-3	3+1=04
V	DSE-2-C	S-4	3+1=04
VI	DSE-2-D	S-4	3+1=04
V	SEC-2-C	----	02
VI	SEC-2-D	----	02

**T. Y. B. A.**  
**Compulsory English**

**(CC-Core Course- 03 Credit)**

**Rationale:**

The present course is a core course and it basically consists of two components: the literature component and the skills component. The literature component includes some of the best samples of English short stories, essays and poems written by writers of different nationalities (British, American, Indian etc.) This cultural mix is deliberate. We are living in a globalized world and our students need to have at least a cursory acquaintance with different cultures in the outside world. This is particularly important in a pluralistic society like ours. The core course is a part of the humanities. It aims at contributing to the linguistic and communicative abilities of the students. At the same time it also aims at fostering humanitarian attitude in our students and make them better human beings. Our prose and poetry selections in the literature part of the syllabus take care of these humanistic and aesthetic considerations.

The skills component of the syllabus includes language skills (i.e. grammar part and writing skills), soft skills and employability skills. All these are necessary in the contemporary world to make our students confident and enable them to face the real life challenges successfully. The core course is essentially a language course. Linguistic competence is absolutely necessary for achieving success in almost all the fields of life. Hence we have concentrated on

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

**Objectives:**

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

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

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

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

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

## **SEMESTER-V**

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

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

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

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

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

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

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

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

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

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

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

### **SEMESTER-VI**

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

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

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

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

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

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

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

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

1. Email Writing
2. Using Graphs and Charts
3. Dialogue Writing

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

1. Stress Management
  2. Motivation and Positive Approach
  3. Goal Setting
  4. Adaptability Skills
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## **Question paper Pattern**

### **Compulsory English**

#### **SEMESTER–V (Semester-End Exam)**

**Hours: Three**

**Marks: 70**

- Q. 1) A. Answer the following questions in a sentence each (6 out of 9) Marks 06  
B. Attempt the following: Any 2 out of 3 questions Marks 14  
(Questions on Unit-1 Prose)
- Q. 2) A. Answer the following questions in a sentence each (6 out of 9) Marks 06  
B. Attempt the following: Any 2 out of 3 questions Marks 14  
(Questions on Unit-2 Poetry)
- Q. 3) Objective questions on Unit- III: Grammar Marks 10  
a) Objective questions on Adverbs (3 out of 5)  
b) Objective questions on Synthesis of Sentences (3 out of 5)  
c) Objective questions on Types of Sentences According to Their Function (4 out of 6)
- Q.4) Short Answer questions on Unit –IV Writing Skills Marks 10  
Attempt any two of the following:  
a) Question on Paragraph Writing  
b) Question on Note Making/Note Taking  
c) Question on Reference Skills
- Q.5) Answer the following questions in brief (2out of 3) Marks 10  
(Questions on Unit-5 Soft Skills and Employability Skills)

#### **SEMESTER–VI (Semester-End Exam)**

**Hours: Three**

**Marks: 70**

- Q. 1) A. Answer the following questions in a sentence each (6 out of 9) Marks 06

B. Attempt the following: Any 2 out of 3 questions Marks 14

(Questions on Unit-1 Prose)

Q. 2) A. Answer the following questions in a sentence each (6 out of 9) Marks 06

B. Attempt the following: Any 2 out of 3 questions Marks 14

(Questions on Unit-2 Poetry)

Q. 3) Objective questions on Unit- III: Grammar Marks 10

a) Change the following into Yes-No questions (3 out of 9)

b) Frame Wh- questions to elicit the underlined information in the following sentences (3 out of 5)

c) Change the following into Negative Imperatives (4 out of 6)

Q.4) Short Answer questions on Unit –IV Writing Skills Marks 10

Attempt any two of the following:

a) Question on Writing E-Mails

b) Question on Using Graphs and Charts

c) Question on Dialogue Writing

Q.5) Answer the following questions in brief (2 out of 3) Marks 10

(Questions on Unit-5 Soft Skills and Employability Skills)

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## **Skill Enhancement Course (SEC 1-C & SEC 1-D)**

**(Old G-3)**

**(w. e. f. 2021-2022)**

### **Title of the Paper: Enhancing Employability Skills**

**(Credit-3)**

#### **Prescribed Text- *Aspirations: English for Careers***

**(Board of Editors- Orient BlackSwan)**

#### **Rationale:**

TYBA students are on the threshold of their career. Hence, it is necessary to orient and prepare them for different careers they can join after graduation. Considering the various career opportunities available to Arts graduates, the syllabus aims at awareness raising, competence building and skill enhancement of the learners. All the units in the book, besides offering exposure to the use of English in different careers, are radically designed to keep pace with the age of technology and to empower the learners for the present as well as the upcoming career avenues.

#### **Course Outcomes:**

After studying the paper successfully, the learners will be able:

1. To get the awareness of career opportunities available to them.
2. To identify the career opportunities suitable to them.
3. To understand the use of English in different careers.
4. To develop competence in using English for the career of their choice.
5. To enhance skills required for their placement.
6. To use English effectively in the career of their choice.
7. To exercise verbal as well as nonverbal communication effectively for their career.

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

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

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

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

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

### **Course content:**

#### **Unit-I- Exploring Careers (12 Clock Hours)**

1. Creative Writing
2. Translation
3. Journalism
4. English for Academia and Other Careers

#### **Unit-II- Basic Preparation for Jobs (11 Clock Hours)**

1. Writing Job Application/Cover Letter
2. Writing Résumés
3. Group Discussions and Personal Interviews
4. Writing Notices, Agendas and Minutes

#### **Unit-III- English for Employability Skills (11 Clock Hours)**

1. Communication: An Introduction
2. Formal and Informal English
3. Description, Narration and Demonstration
4. Soft Skills for Employers and Employees

#### **Unit-IV- English for the Corporate Field (11 Clock Hours)**

1. English for Sales Services
2. English for Customer Services
3. Presentation Skills
4. Writing Project Proposals and Reports

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

### **Prescribed Text- *Aspirations: English for Careers* (Board of Editors-**

**Orient Black Swan)**

#### **Unit-V- English for Competitive Examinations (12 Clock Hours)**

1. Vocabulary
2. Tenses
3. Prepositions
4. Précis Writing

#### **Unit-VI- English for Research Purposes (11 Clock Hours)**

1. Research Writing
2. Writing a Research Proposal
3. Writing a Research Paper
4. Strategies for Writing Effective Research Papers

### **Unit-VII- Content Writing (11 Clock Hours)**

1. Applications and Types of Content Writing
2. Writing Blog Posts and Online Articles
3. Writing for Websites
4. Writing for Social Media Platforms

### **Unit-VIII- English for Advertising (11 Clock Hours)**

1. Writing for Advertisements
2. Writing Newspaper Advertisements
3. Writing Television and Radio Advertisements
4. Writing Internet Advertisements

### **SELECT BIBLIOGRAPHY**

1. Bakshi Rakesh Anand. 2019. Let's Talk On Air: Conversations with Radio Presenters. Puffin
2. Bill Mascull. 2010. Business Vocabulary in Use: Elementary to Pre-intermediate. Cambridge University Press
3. Chaskar, Jagadale, Bhabad, Raskar, Pawar. Ed. 2020. Horizons: English in Multivalent Contexts. Orient BlackSwan
4. Donald Miller. 2017. Building a Story Brand. HarperCollins
5. Donna Papacosta. 2013. The Podcast Scripting Book. Trafalgar Communications
6. Dorothea Brande. 1981. Becoming a Writer. TarcherPerigee
7. Elizabeth Walter. 2010. Collins Easy Learning Writing. HarperCollins UK
8. Erica Williams. 2008. Presentations in English. Macmillan
9. Gupta Kounal. 2020. Content Writing Handbook. Henry Harvin
10. Haigh Rupert. 2004. Legal English. Cavendish Publishing Limited
11. Henry Emery, Andy Roberts. 2008. Aviation English. Macmillan.
12. Karen Englander, James N. Corcoran. 2019. English for Research Publication Purposes. Routledge
13. Kohli Simran. 2006. The Radio Jockey Hand Book. Fusion Books
14. Leila R. Smith, Roberta Moore. 2009. English for Careers: Business, Professional, and Technical. USA. Pearson College Div.
15. Marie Drennan, Yuri Baranovsky (Author), Vlad Baranovsky. 2018. Scriptwriting for Web Series: Writing for the Digital Age. Routledge
16. Michael McCarthy Felicity O'Dell. 2004. English Phrasal Verbs in Use. Cambridge University Press
17. Michael Swan. 2001. Practical English Usage. Cornelsen & Oxford University Press
18. Paul J. Hamel. 2016. English for Better Jobs. Amazon Digital Services

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## Question Paper Pattern

### SEMESTER-V

#### SEMESTER-END EXAMINATION

**Marks: 70**

**Time: 3 Clock Hours**

**Instructions:**

1. All questions are compulsory.
2. Figures to the right indicate full marks.

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Q.1 Objective test (MCQ) on Unit-1: 'Exploring Careers' (10 out of 14)	Marks- 10
Q.2) Long-answer question on Unit-2: 'Basic Preparation for Jobs' (1 out of 2)	Marks- 10
Q.3) Short-answer questions on Unit-3: 'English for Employability Skills' (3 out of 4)	Marks- 15
Q.4) Short-answer questions on Unit-4: 'English for the Corporate Field' (3 out of 4)	Marks-15
Q.5) Practical questions on Unit-3 and Unit-4 (5 out of 8)	Marks- 20

## Question Paper Pattern

### SEMESTER-VI

#### SEMESTER-END EXAMINATION

**Marks: 70**

**Time: 3 Clock Hours**

**Instructions:**

1. All questions are compulsory.
2. Figures to the right indicate full marks.

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Q.1) Objective test (MCQ) on Unit-5: ‘English for Competitive Examinations’ (10 out of 14)	Marks-10
Q.2) Long-answer question on Unit-6: ‘English for Research Purposes’ (1 out of 2)	Marks-10
Q.3) Short-answer questions on Unit-7: ‘Content Writing’ (3 out of 4)	Marks-15
Q.4) Short-answer questions on Unit-8: ‘English for Advertising’ (3 out of 4)	Marks-15
Q.5) Practical questions on Unit-7 and Unit-8 (5 out of 8)	Marks-20

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## **Discipline Specific Elective (DSE-1C& DSE-1D)**

**(Old S-3)**

**(w. e. f. 2021- 2022)**

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

**(Credit-3+1=4)**

#### **Rationale:**

The impact of literature in human society is undeniable. Literature acts as a form of expression for each individual author. Some books mirror society and allow us to better understand the world we live in. Literature is important because it teaches the universal human experiences. It also provides different meanings to different people or teaches different lessons to the same person at different stages of his life. The novel is one of the major forms of literature which generally deals imaginatively with human experiences, usually through a connected sequence of events involving a group of persons in a specific setting. It is a genre of fiction and fiction may be defined as a form of art. It is not a short story in prose; instead, it is actually an extensive and illustrated account of series of events that happened right through the life of a character. By studying and appreciating novel, the students can develop their interpretative abilities and enhance their analytical skills.

#### **Objectives:**

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

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

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

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

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

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

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

### **Course content:**

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

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

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

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

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

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

### **Reference Books:**

- 1) E. M. Forster, Aspects of the Novel, Harcourt, Inc. 1955
- 2) Terry Eagleton, The English Novel: An Introduction. Blackwell, 2005
- 3) Walter Allen, The English Novel (London, 1954)
- 4) Arnold Kettle, Introduction to the English Novel, (2 vols, London, 1951)
- 5) Ian Watt, The Rise of the Novel, London, 1957
- 6) J. Davis, Factual Fictions: The Origins of the English Novel, (New York, 1983)
- 7) Geoffrey Day, From Fiction to the Novel, (London, 1987)
- 8) Dominic Head, The Cambridge Introduction to Modern British Fiction, 1950– 2000. Cambridge, 2002
- 9) Walter L. Reed, An Exemplary History of the Novel: The Quixotic versus the Picaresque, (Chicago, 1981)
- 10) Richard Chase, The American Novel and its Tradition, New York, 1957
- 13) Nadel, Ira Bruce, Biography: Fiction, Fact and Form. London: Macmillan,

1984.

- 14) Jonathan Greenberg, *Modernism, Satire and the Novel*, Cambridge University Press, 2011
- 15) Afzal-Khan Fawzia, *Cultural Imperialism and the Indo-English Novel: Genre and Ideology in R.K. Narayan, Anita Desai, Kamala Markandaya, and Salman Rushdie*. University Park (Pennsylvania State UP) 1993.
- 16) Kermode Frank [1966], *The Sense of an Ending: Studies in the Theory of Fiction*, Oxford (OUP) 2000.
- 17) Mukherjee Meenakshi, *Realism and Reality: The Novel and Society in India*, Delhi (OUP) 1985.
- 18) Brian W Shaffer, *Reading the Novel in English 1950–2000*, Blackwell Publishing, 2006
- 19) Dirk Wiemann, *Genres of Modernity Contemporary Indian Novels in English*. Amsterdam – New York, NY 2008
- 20) Jesse Matz, *The Modern Novel: A Short Introduction*, Blackwell, 2004
- 21) John Mullan, *How the Novel Works*, OUP, 2006
- 22) Meenakshi Mukherji, *The Twice Born Fiction*. Heinemann Educational Books, New Delhi, 1971
- 23) A. J. Sebastian & N. D. R. Chandra. *Literary Terms in Fiction and Prose*. Authors Press, 2004

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### **Question Paper Pattern**

#### **SEMESTER-V**

#### **SEMESTER-END EXAMINATION**

Marks: 70

Time: 3 Clock Hours

- Q.1) Attempt the following questions (Any 3 out of 5) 15 Marks  
(Short-answer questions based on the history/background/elements of Novel)
- Q.2) Attempt the following questions (Any 3 out of 5) 15 Marks  
(Short-answer questions based on the types of Novel)
- Q.3) Attempt the following questions (Any 3 out of 5) 15 Marks

(Questions based on the Novel *Silas Marner*)

Q.4) Attempt the following questions (Any 3 out of 5) 15 Marks

(Questions based on the Novel *Silas Marner*)

Q.5) Attempt the following question (Any 1 out of 2) 10 Marks

(Questions based on the Novel *Silas Marner*)

### Question Paper Pattern

#### SEMESTER-VI

#### SEMESTER-END EXAMINATION

Marks: 70

Time: 3 Clock Hours

Q.1) Attempt the following questions (Any 3 out of 5) 15 Marks

(Short-answer questions based on the novel *A Farewell to Arms* )

Q.2) Attempt the following questions (Any 3 out of 5) 15 Marks

(Short-answer questions based on the novel *A Farewell to Arms*)

Q.3) Attempt the following questions (Any 3 out of 5) 15 Marks

(Questions based on the Novel *The Painter of Signs*)

Q.4) Attempt the following questions (Any 3 out of 5) 15 Marks

(Questions based on the Novel *The Painter of Signs*)

Q.5) Attempt the following questions (Any 1 out of 2) 10 Marks

(questions based on two novels-Comparative in nature)

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## **Discipline Specific Elective (DSE-2C & DSE-2D)**

**(Old S-4)**

**(w. e. f. 2021- 2022)**

### **Title of the Paper: Introduction to Literary Criticism**

**(Credit-3+1=4)**

#### **Rationale:**

Literary criticism is as ancient as literature. It has provided different views, perspectives, approaches and terms to understand literature in its diverse forms. It consists of interpretation, judgment, analysis and evaluation of literature. It makes readers aware of form and content of literature, structure and substance of literature. It deals with text and context in its analysis and provides many different views on literature. Literary criticism has undergone many changes in its long journey from the classical antiquity to the modern period. It has branched off from its earlier preoccupations like author's superiority and search for universal meaning and has taken on new pursuits. The present course is designed to introduce students to the basics of literary criticism and the age wise important critical concepts.

#### **Objectives:**

- a) To introduce students to the basics of literary criticism
- b) To make them aware of the nature and historical development of criticism
- c) To make them familiar with the significant critical approaches and terms
- d) To encourage students to interpret literary works in the light of the critical approaches
- e) To develop aptitude for critical analysis

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

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

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

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

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

#### **Course Content:**

### **SEMESTER-V (DSE-2C)**

#### **Unit-I- Orientation (15 clock hours)**

1. Literary Criticism- definitions and functions
2. Types of Criticism- historical, biographical, sociological and psychological
3. Literature of knowledge and literature of power

4. Qualities of a good critic

### **Unit-II- Traditional Criticism (15 clock hours)**

1. **Classical Criticism** - Aristotle's Concept of Imitation (Ref- Poetics), Longinus's Five Sources of Sublimity (Ref- on the Sublime)
2. **Neo-Classical Criticism**–Dryden's definition of play (Ref-An Essay on Criticism), Samuel Johnson's defense of Shakespeare

### **Unit-III- Romantic/Victorian Criticism (15 clock hours)**

Wordsworth's definition of poetry, Coleridge's distinction between fancy and imagination, Matthew Arnold's three estimates of poetry

## **SEMESTER-VI (DSE-2D)**

### **Unit-I- Modern Criticism (15 clock hours)**

Eliot's theory of impersonality, William Empson's seven types of ambiguity, Georg Lukacs' concept of realism, Sigmund Freud's structure of human mind- id, ego and superego

### **Unit-II- New Criticism (15 clock hours)**

Allen Tate's concept of tension, Cleanth Brooks' notion of paradox as the structure of poetry, Wimsatt and Beardsley's concept of intentional fallacy

### **Unit-III- Critical Terms and Practical Criticism (15 clock hours)**

#### **Critical Terms:**

1. Catharsis
2. Allegory
3. Diction
4. Irony
5. Motif and theme
6. Genre
7. Metaphor
8. Point of view
9. Subjective and objective
10. Satire

#### **Practical Criticism:**

Practical criticism of poems, passages from novels and plays, etc.

(Teachers are advised to deal with poems, prose passages from the poems and novels that students have studied during their graduation)

#### **Reference Books:**

- 1) Kulkarni Anand et al. (2021). *Explaining Literary Theory*. Namya Press, New Delhi.
- 2) Kulkarni Anand B. & Chaskar Ashok G. *An Introduction to Literary Criticism and Theory*. Orient Blackswan, Hyderabad, 2015
- 3) Atherton Carol. *Defining Literary Criticism*. Palgrave, 2005
- 4) Dorsch T. S. *Classical Literary Criticism*. Penguin, 1981 (reprinted version)
- 5) Kennedy George A. *A New History of Classical Rhetoric*. Princeton: Princeton University Press, 1994.
- 6) Ross Andrew. *The Origins of Criticism*. Princeton Univ. Press, 2002

- 7) Habib M. A. R. *A History of Literary Criticism: from Plato to the Present*. Blackwell Publishers Ltd, 2005
- 8) Hardison Jr., O. B. (ed.). *Medieval Literary Criticism: Translations and Interpretations*. New York: Frederick Ungar, 1974.
- 9) Brown Marshall (ed.). *Cambridge History of Romanticism*. Vol. 5, Cambridge Univ. Press, 2000
- 10) Thorat Ashok et al (2001). *A Spectrum of Literary Criticism*. Frank Bros.
- 11) Hickman Miranda B. and McIntyre John D. *Rereading the New Criticism*. The Ohio State University Press, 2012
- 12) Levenson Michael .*The Cambridge Companion to Modernism*. Cambridge, 1997
- 13) Litz A. Waltom and others. *The Cambridge History of Literary Criticism (Modernism and the New Criticism)*, Vol. 7. Cambridge Univ. Press, 2008
- 14) Ross Stephen. *Modernism and Theory*. Routledge, 2009
- 15) Whitworth Michael (ed.). *Modernism*. Blackwell, 2007
- 16) Dobie Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Third Edition, Wadsworth, Boston, 2012.
- 17) Ellis John M. *The Theory of Literary Criticism: A Logical Analysis*. University of California Press, 1974.
- 18) Seaton James. *Literary Criticism from Plato to Postmodernism: The Humanistic Alternative*. Cambridge University Press, 2014.
- 19) Peck John and Coyle Martin. *Literary Terms and Criticism*. Macmillan, 1984.

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**Question Paper Pattern  
(Semester-V)  
(Semester End Exam)**

**Time: Three Hours**

**Total Marks: 70**

- |  |      |
|--|------|
| Q. 1) Questions on definitions and functions of literary criticism and types of criticism [10]<br>(any 2 out of 4) | [10] |
| Q. 2) Questions on literature of knowledge and power and qualities of a good critic [10]<br>(any 2 out of 4)       | [10] |
| Q. 3) Questions on Classical criticism and Neo-Classical criticism [20]<br>(any 2 out of 4)                        | [20] |
| Q. 4) Questions on Romantic/Victorian Literary Criticism [20]<br>(any 2 out of 4)                                  | [20] |
| Q. 5) Short notes [10]<br>(any 2 out of 4)   | [10] |

**Question Paper Pattern  
(Semester-VI)  
(Semester End Exam)**

**Time: Three Hours**

**Total Marks: 70**

- |  |      |
|--|------|
| Q. 1) Questions on Eliot's theory of impersonality and William Empson's seven types of ambiguity | [10] |
|--|------|

- (any 2 out of 4)
- Q. 2) Questions on George Lukacs's concept of realism and Sigmund Freud's structure of human mind [10]  
(any 2 out of 4)
- Q. 3) Questions on New Criticism [20]  
(any 2 out of 4)
- Q. 4) Questions on Critical Terms [20]  
(any 5 out of 7)
- Q. 5) Questions on Practical Criticism [10]  
(any 1 out of 2)

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## **Skill Enhancement Course (SEC 2-C & SEC 2-D)**

(w. e. f. 2021- 2022)

**Title of the Paper: *Mastering Life Skills and Life Values***

**[Two Credit Course For Each Sem- Sem-V & VI-2x15=30 Hours For Each Sem]**

### **Objectives:**

1. To equip the students with the social skills
2. To train the students interpersonal skills
3. To build self-confidence and communicate effectively
4. To Encourage the students to think critically
5. To learn stress management and positive thinking
6. To enhance leadership qualities
7. To aware the students about universal human values
8. To develop overall personality of the students

### **Suggestions to Teachers:**

1. It is a learner-centric course.
2. The course aims at developing skills among the students.
3. Learning can be facilitated through interactive and informal guiding sessions.
4. Participation and up-gradation of the students' performance needs to be encouraged.
5. Practical, Exercises, Activity monitoring, Projects, Seminars, Presentations, Group Discussions are some of the activities that the teachers are expected to encourage.
6. Relevant and innovative ideas of both the students and the teachers are always appreciable for a successful completion of this course
7. The concerned faculty/teachers have to maintain the record of the students as credits to the students need to be given on the basis of preserved records.

**Nature of Evaluation-** Internal (College) 25 Marks and Semester End University Examination- 25 Marks

## **SEMESTER-V (SEC 2-C)**

### **Course Content:**

#### **Life Skills**

#### **Unit-I**

1. Meaning and Nature of Life Skills
2. Importance of Life Skills
3. Problem Solving and Decision-making skill

#### **Unit-II**

4. Critical and Creative Thinking Skill

5. Interpersonal skills: Understanding and Cooperating with Others
6. Management of Stress and Emotions

**Question paper pattern**

**SEMESTER-V (SEC 2-C)**

- Question-1- Attempt any ONE of the following. 10 Marks  
(1 Out of 2- Unit-I)
- Question-2- Attempt any ONE of the following. 10 Marks  
(1 Out of 2- Unit-II)
- Question-3- Attempt any ONE of the following. 05 Marks  
(1 Out of 2- Unit I- & II)

**Total Marks- 25**

**SEMESTER-VI (SEC 2-D)**

**Life Values**

**Unit-I**

1. Meaning and Nature of Values
2. Importance of Human Values
3. Moral Values
4. Ethical Values

**Unit-II**

5. Professional Values
6. Aesthetic Values
7. Psychological Values
8. Self-Awareness and Self-Management

**Question paper pattern**

**SEMESTER-VI (SEC 2-D)**

- Question-1- Attempt any ONE of the following. 10 Marks  
(1 Out of 2- Unit-I)
- Question-2- Attempt any ONE of the following. 10 Marks  
(1 Out of 2- Unit-II)
- Question-3- Attempt any ONE of the following. 05 Marks  
(1 Out of 2- Unit- I & II)

**Total Marks- 25**

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# **SAVITRIBAI PHULE PUNE UNIVERSITY**

(Formerly University of Pune)

## **T.Y.B.A. Economics Syllabus**

(Choice Based Credit System and Semester System)

**Revised Syllabus will be implemented with effect from the  
academic year 2021-2022**

# T.Y.B.A. Economics

(Sem V & VI)

Semester	Paper Name	Subject Code	Title of the Paper
<b>V</b>	Economics General - III		Indian Economic Development- I
	Economics Special - III		International Economics-I
	Economics Special - IV		Public Finance- I
	Skill Enhancement Course (SEC-3A)		Business Management- I
<b>VI</b>	Economics General - III		Indian Economic Development- II
	Economics Special - III		International Economics- II
	Economics Special - IV		Public Finance- II
	Skill Enhancement Course (SEC-3A)		Business Management- II (Project Report)

**T.Y.B.A. Economics**  
**General Paper-III: Indian Economic Development-I**  
**(Course Code:     )**  
**Semester V**

**Preamble:**

The course will be useful for learners aiming towards careers in the government sector, policy analysis and the social sector. This course would take an overview of aspects of economic development with special reference to India.

The course aims to introduce the learner to the main concepts in economic and human development, equip them compare and contrast different economies: recognize various indicators of economic and human development. The course will also provide a broad outline of the Sustainable Development Goals.

**Course Learning Outcomes**

At the end of the course the learner will have ability -

- To relate and recognize the concept and indicators of Economic Development.
- To describe and analyze the concept and indicators of Human Development.
- To explain the characteristics of Developing and Developed Countries.
- To describe the constraints to the process of Economic Development.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	<b>Economic Development and Growth</b>	10
	1.1 Economic Development: Meaning, Definition and Indicators	
	1.2 Economic Growth: Meaning, Definition and Indicators	
	1.3 Need and Importance of Economic Development	
2	<b>Developed and Developing Countries</b>	14
	2.1 Concepts of Developed and Developing Countries	
	2.2 Characteristics of Developed Countries	
	2.3 Characteristics of Developing Countries : Economic, Demographic, Technological, Social and Political	
	2.4 India as an Emerging Economy	
3	<b>Constraints to Development Process</b>	12
	3.1 Vicious Circle of Poverty	
	3.2 Capital Constraints	
	3.3 Technology Constraints	
	3.4 Socio- Cultural Constraints	
	3.5 Political and Administrative Constraints	
	3.6 External Bottlenecks	
4	<b>Human Resources and Economic Development</b>	12
	4.1 Role of Human Resources in Economic Development	
	4.2 Human Development Index and India	
	4.3 Concepts of Physical Quality of Life Index:	
	4.3.1 Gender Development Index 4.3.2 Gender Inequality Index 4.3.3 Multidimensional Poverty Index	

### **Recommended Books -**

- Ragnar Nurkse, Problem of Capital Formation in Underdeveloped Countries.
- Sen Amartya (1970), Growth Economics, Penguin.
- Zhingan M.L.(1982), The Economics of Development and Planning. Vrinda Publication (P) Ltd.
- Adelman, I. (1961), Theories of Economic Growth and Development, Stanford University Press, Stanford.
- Avhad Suhas (2015), 'Economics of Growth and Development' (Marathi Edition) Success Prakashan, Pune
- Behrman, S. and T.N.Srinivasan,(1995) Handbook of Development Economic, Vol. 1 to 3, Elsevier, Amsterdam,
- Chenery H. and T.N.Srinivasan, (1989) Handbook of Development Economics Vo1&2, Elsevier. Amsterdam.
- Dasgupta p. (1993) An Enquiry into Well Being and Destitution.
- Dhage S.K. (2015), Indian Economy ( Marathi Edition) K.S. Publication, Pune.\
- Wavare A. (2017), Development and Planning Economics (Vikas va Niyojanache Arthshastra - Marathi Edition )
- Datir R.K.(2013), Vikas ani Paryavarniy Arthshastra, Nirali Prakashan, Pune.
- Rasal Rajendra (2020), Indian Economy (Marathi), Success Publication Pune, 7<sup>th</sup> edn.
- Ghatak,S.(1986), An Introduction to Development Economics,Allen and Unwin, London,
- Ghosh. B.N.(1982) Economic Development and Planning National Book House.
- Grillis M., D H. Perkins, M.Romer and D.R.Snodgrass (1992) Economic of Development (3rdEdition) W.W.Norton, New York.
- Patil J.F.(2014),Growth And Development economics (Vruddhi Va Vikasache Airthshastra, Phadke Prakashan - Marathi Edition)
- Higgins, Benjamin. (1959) Economic Development, W.W.Norton , New York
- Jennifer A. Elliott, (2013), An Introduction to Sustainable Development (Fourth Edition), Routledge Publication, London and New York.
- Kindleberger C.P.(1977),Economic Development (3rd Edition ) McGraw Hill, New York.
- Jagdish Bhagwati,The Economics Of Underdeveloped Countries.
- Mahata J.K.(1964) Economic of Growth, Asia.
- Meaer and Baldwin(1970) Economic Development, Asia .
- Mehata J.K.(1971) Economic Development , Chaitanya.
- Kute Santosh and Rithe (2019) ,Demography , Prashant Publication Jalgaon.
- Mishra &Puri, Development and Planning- Theory And Practice, Himalaya.
- Meier, G.M. (1995) Leading Issue in Economic Development,6ed,Oxford University Press ,New Delhi,
- Todaro M.P. (1996) Economic Development (6th Edition) Longman, London.
- UNDP, Human Development Report [Latest]
- World Development Reports
- India Development Reports

**T.Y.B.A. Economics**  
**General Paper- III: Indian Economic Development-II**  
**(Course Code:     )**

**Semester VI**

**Preamble:**

This course would take an overview of the process of Economic Planning and the Development Goals. The course aims to introduce the learner to the main concepts in Economic Planning, equip them with understanding of the planning process in India and changing in recent times and familiarize them to the Sustainable Development Goals. The Course also reviews the relation between Economic Development and Environment.

**Course Learning Outcomes**

At the end of the course the learner will have ability-

- To describe and explain the process of Economic Planning.
- To describe and examine the changing structure of planning process in India.
- To describe and explain the relation between Economic Development and Environment.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	<b>Economic Planning</b>	12
	1.1 Economic Planning – Meaning, Definition and Features	
	1.2 Need of Economic Planning	
	1.3 Objectives of Economic Planning in India	
2	<b>National Institution for Transforming India Aayog (NITI Aayog)</b>	12
	2.1 NITI Aayog- Objectives and Structure	
	2.2 Role of NITI Aayog	
	2.3 Difference between Planning Commission and NITI Aayog	
3	<b>Sustainable Development</b>	12
	3.1 Sustainable Development : Meaning and Importance	
	3.2 17 SDGs (Sustainable Development Goals)	
	3.3 Measures for Sustainable Development	
	3.4 Current Scenario of SDG in India	
4	<b>Environment and Economic Development</b>	12
	4.1 Relation between Environment and Economic Development	
	4.2 Environment and Sustainable Development	
	4.3 Environmental Policies in India: 4.3.1 National Conservation Strategy (1992) - Highlights 4.3.2 National Environmental Policy (2006) - Highlights	
	4.4 Global Warming	

### **Recommended Books -**

- Ragnar Nurkse, Problem of Capital Formation in Underdeveloped Countries.
- Sen Amartya (1970) Growth Economics, Penguin.
- Zinghan M.L. (1982) the Economics of Development and Planning. Vrinda Pub.(P) Ltd.
- Adelman, I. (1961) Theories of Economic Growth and Development, Stanford University Press, Stanford.
- Avhad Suhas (2015), 'Economics of Growth and Development' (Marathi Edition) Success Prakashan, Pune
- Behrman, S. and T.N.Srinivasan,(1995) Handbook of Development Economic, Vol. 1 to 3, Elsevier, Amsterdam,
- Chenery H. and T.N.Srinivasan, (1989) Handbook of Development Economics Vol1&2, Elsevier. Amsterdam.
- Dasgupta p. (1993) an Enquiry into Well Being and Destitution.
- Datar R.K. (2013) Vikas ani Paryavarniy Arthshastra, Nirali Prakashan, Pune.
- Ghatak,S.(1986) An Introduction to Development Economics,Allen and Unwin, London,
- Ghosh. B.N.(1982) Economic Development and Planning National Book House.
- Grillis M., D H. Perkins, M.Romer and D.R.Snodgrass (1992) Economic of Development (3rdEdition) W.W.Norton, New York.
- Higgins, Benjamin. (1959) Economic Development, W.W.Norton , New York
- Jennifer A. Elliott, (2013), an Introduction to Sustainable Development (Fourth Edition), Routledge Publication, London and New York.
- Kindleberger C.P. (1977) Economic Development (3rd Edition) McGraw Hill, New York.
- Jagdish Bhagwati,The Economics Of Underdeveloped Countries.
- Mahata J.K. (1964) Economic of Growth, Asia.
- Meaer and Baldwin (1970) Economic Development, Asia .
- Mehata J.K.(1971) Economic Development , Chaitanya.
- Mishra &Puri, Development and Planning- Theory And Practice, Himalaya.
- Meier, G.M. (1995) Leading Issue in Economic Development,6ed,Oxford University Press ,New Delhi,
- Todaro M.P. (1996) Economic Development (6th Edition) Longman, London.
- UNDP, Human Development Report [Latest]
- World Development Reports
- India Development Reports

**T.Y.B.A. Economics**  
**Special Paper - III: International Economics-I**  
**(Course Code:     )**

**Semester - V**

**Preamble:**

This course provides the students a thorough understanding and deep knowledge about the concept of international economics and international trade. The contents of the paper spread over various modules, lay stress both on theory and applied nature of the subject. Besides this, the contents prepare the students to know the important theories of international trade. The paper also covers the meaning, types, importance of terms of trade and causes of unfavorable terms of trade to developing countries like India.

**Course Learning Outcomes**

At the end of the course the learner will have Ability

- To relate and recall the concepts of International Economics and International Trade.
- To describe and apply the theories of international trade.
- To explain and comprehend the issues relating to Terms of trade and Balance of Payment.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	<b>Introduction</b>	12
	1.1 International Economics- Meaning, Scope and Importance	
	1.2 Inter-regional and International Trade	
	1.3 Importance of International Trade	
2	<b>Theories of International Trade</b>	12
	2.1 Theory of Absolute Cost Advantage and Theory of Comparative Cost Advantage	
	2.2 Heckscher-Ohlin Theory	
	2.3 Leontief's Paradox	
	2.4 Intra-Industry Trade	
3	<b>Terms of Trade</b>	12
	3.1 Meaning, Types and Importance of Terms of trade	
	3.2 Determinants of Terms of trade	
	3.3 Causes of Unfavorable Terms of trade to Developing Countries	
4	<b>Balance of Payments</b>	12
	4.1 Balance of trade and Balance of payments- Concepts	
	4.2 Balance of payments - Components	
	4.3 Disequilibrium of Balance of Payments, Causes and Consequences	
	4.4 Measures to correct Disequilibrium in the Balance of Payments	

### **Recommended Books -**

1. Kenan, P.B. (1994), the International Economy, Cambridge University Press, London.
2. Kindlberger, C.P. (1973), International Economics, R.D. Irwin, Homewood.
3. Krugman, P.R. and M. Obstfeld (1994), International Economics: Theory and Policy, Glenview, Foresman.
4. Salvatore, D.L. (1997), International Economics, Prentice-Hall, Upper Saddle River, N.J.
5. Sodersten, Bo (1991), International Economics, Macmillan Press Ltd., London.
6. International Economics, M.L. Jhingan
7. Bhagwati, J. (Ed.) (1981), International Trade, Selected Readings, Cambridge University Press, Mass.
8. Greenaway, D. (1983), International Trade Policy, Macmillan Publishers Ltd., London.
9. Joshi V. and I.M.D. Little (1998), India's Economic Reforms, 1999-2001, Oxford University Press, Delhi.
10. Panchmukhi, V.R. (1978), Trade Policies of India: A Quantitative Analysis, Concept Publishing Company, New Delhi.
11. Dhage S.K. (2015), International Economics ( English Edition ) K.S. Publication, Pune.
12. Kulkarni B.D. and Dhamdhare S.V. (2007), International Economics (Antarrashtriya Arthashastra - Marathi Edition ) Dimand Publication, Pune.
13. Wavare A. , International Economics ( Anatarrashtriya Arthashastra - Marathi Edition ) Education Publication, Aurangabad
14. Patel, S.J. (1995), Indian Economy towards the 21st Century, University Press Ltd., India.
15. Rasal, Rajendra, International Economics (Marathi), Success Publication Pune.

### **Reports:**

1. Ministry of Commerce and Industry, Government of India, Recent Annual Report
2. Government of India, Economic Survey Latest
3. Reserve Bank of India, Annual Report

**T.Y.B.A. Economics**  
**Special Paper - III: International Economics-II**  
**(Course Code:     )**

**Semester – VI**

**Preamble:**

This course provides the students a thorough understanding and deep knowledge about India's foreign trade and trade policies. The contents of the paper spread over various modules, lay stress both on theory and applied nature of the subject that have registered rapid changes during the last few decade. Besides this, the contents prepare the students to know the foreign exchange market, provisions in FEMA and convertibility of rupee. The paper also covers the Indian government's policy towards foreign capital and role of multinational corporations in India and regional and international co-operation. This paper has become relatively more relevant from the policy point of view under the present waves of globalization and liberalization.

**Course Learning Outcomes:**

At the end of the course, the learner will have-

- Ability to relate and explain the concept of Exchange Rate and Foreign Exchange Market.
- Ability to describe the trends in Growth, Composition and Direction of India's Foreign Trade.
- Ability to comprehend the issues relating to Foreign Capital and Regional and International Co-Operation.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	<b>India's Foreign Trade and Policy</b>	12
	1.1 Role of Foreign Trade in Economic Development	
	1.2 India's Foreign Trade- Growth, Composition and Direction since 2000	
	1.3 Free Trade v/s Protection - Case For and Case Against	
	1.4 Highlights of India's Foreign Trade policy Since 2015	
	1.5 Evaluation of Policy of Special Economic Zones in Export Promotion	
2	<b>Foreign Capital</b>	12
	2.1 Role of Foreign Capital in Economic Development	
	2.2 Types of Foreign Investment	
	2.3 Foreign Investment Policy in India since 1991	
	2.4 Problems of Foreign Capital	
3	<b>Foreign Exchange</b>	12
	3.1 Exchange Rate : Concept; Fixed & Flexible Exchange Rate -Merits and Demerits	
	3.2 Foreign Exchange Market- Meaning, Structure and Functions	
	3.3 Convertibility of the Rupee	
	3.4 Foreign Exchange Management Act, 1999, Main Provisions	
4	<b>Regional and International Co-operation: Nature and Functions of-</b>	12
	4.1 South Asian Association for Regional Cooperation (SAARC)	
	4.2 Brazil, Russia, India, China and South Africa (BRICS)	
	4.3 European Economic Community (EEC)	
	4.4 World Trade Organization (WTO)	

### **1. Recommended Books -**

2. Kenan, P.B. (1994), the International Economy, Cambridge University Press, London.
3. Kindlberger, C.P. (1973), International Economics, R.D. Irwin, Homewood.
4. Krugman, P.R. and M. Obstfeld (1994), International Economics: Theory and Policy, Glenview, Foresman.
5. Salvatore, D.L. (1997), International Economics, Prentice-Hall, Upper Saddle River, N.J.
6. Sodersten, Bo (1991), International Economics, Macmillan Press Ltd., London.
7. International Economics , M.L. Jhingan
8. Bhagwati, J. (Ed.) (1981), International Trade, Selected Readings, Cambridge University Press, Mass.
9. Greenaway, D. (1983), International Trade Policy, Macmillan Publishers Ltd., London.
10. Joshi V. and I.M.D. Little (1998), India's Economic Reforms, 1999-2001, Oxford University Press, Delhi.
11. Panchmukhi, V.R. (1978), Trade Policies of India: A Quantitative Analysis, Concept Publishing Company, New Delhi.
12. Patel, S.J. (1995), Indian Economy towards the 21st Century, University Press Ltd., India.

### **Reports:**

1. Ministry of Commerce and Industry, Government of India, Recent Annual Report
2. Government of India, Economic Survey Latest
3. Reserve Bank of India, Annual Report

**T.Y.B.A. Economics**  
**Special Paper – IV: Public Finance -I**  
**(Course Code:     )**  
**Semester – V**

**Preamble:**

The role and functions of the Government in an economy has been hanging with the passage of time. The term 'Public Finance' has traditionally been applied to involve the use of revenue and expenditure measures along with the budgetary policy is an important part to understand the basic problems of use of resources, distribution of Income etc. The course will be useful for students aiming towards careers in the government sector, policy analysis, banking and business. This course would take an overview of government finances with special reference to India. The course aims to introduce the learner to the main concepts in public finance, equip them with an analytical grasp of government taxes: direct and indirect taxes and familiarize students with the main issues in government expenditure and debt.

**Objectives:**

1. To make students to analyze the role of Public Finance in Economic Development.
2. To know the sources of Revenue, Expenditure and Debt of Govt. of India.
3. To make students competent to become success in competitive examination.

**Course Learning Outcomes**

At the end of the course the learner will have ability-

- To relate and recognize the Nature and Scope of Public Finance.
- To describe and analyze the concept of Public Revenue and its components.
- To explain types of Public Expenditure and reasons for rising Public Expenditure.
- To explain the types of Public Debt and its effects.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	<b>Introduction to Public Finance</b>	12
	1.1 Meaning, Nature, Scope and Importance of Public Finance	
	1.2 Public Finance versus Private Finance	
	1.3 Role of Public Finance in Economic Development	
	1.4 Principle of Maximum Social Advantage: Musgrave's Approach	
2	<b>Public Revenue</b>	12
	2.1 Sources of Public Revenue	
	2.2 Meaning of Tax, Types of Taxes- Direct Tax and Indirect Tax, Merits and Demerits	
	2.3 Goods and Service Tax: Concept and Characteristics; Need for GST in India	
	2.4 Concepts: Impact of Tax, Incidence of Tax, Shifting of Tax and Taxable Capacity	
3	<b>Public Expenditure</b>	12
	3.1 Meaning and Principles of Public Expenditure	
	3.2 Classification of Public Expenditure	
	3.3 Reason for Increasing Public Expenditure	
	3.4 Wagner's Law of Public Expenditure	

<b>4</b>	<b>Public Debt</b>	<b>12</b>
	<b>4.1</b> Meaning, Sources and Importance of Public Debt	
	<b>4.2</b> Methods of Repayment of Public Debt	
	<b>4.3</b> Burden of Public Debt	
	<b>4.4</b> The Fiscal Responsibility and Budget Management Act 2003- Highlights	

### Recommended Books

1. Andley and Sundaram- Theory and Practice of Public Finance.
2. Bhatia H.L “Public Finance “ Vikas Publishing House, 18<sup>th</sup> edition
3. Jayaram Hiregange, Deepak Rao (2017), India GST for Beginners, White Falcon Pub.
4. Government of India (2017). GST-Concept and Status
5. Singh S.K, Public Finance in Theory and Practice, S. Chand, New Delhi.
6. Ozerkar S.R.,Rajaswa (Marathi), Vidya Prakashan, Ruikar Marg Nagpur
7. Deo and Zamre, Rajaswa (Marathi) Pimpalpure and Co, Publishers, Nagpur.
8. Buchanan J. M.,, Public Principles of Public debt, Irwin, Homewood, III, USA.
9. Herber, B.P., Modern Public finance, AITBS, New Delhi.
10. Hicks Ursula (1961) “Public Finance” Digswell Place, James Nishbet & Co. Ltd.
11. Musgrave R. A. (1959) “The Theory of Public Finance: A study in Public Economics” McGraw Hill Logakwha Ltd.
12. Musgrave R. A. & Musgrave P. B “Public Finance: In Theory & Practice” McGraw Hill Logakwha Ltd.
13. Prest, A.R. and Barr N.A., Public Finance in Theory and Practice, ELBS, London.
14. Bhadane Jaywant R, (2020) GST Smart Taxation System, International Publication
15. Taylor Philip C (1968) “The Economics of Public Finance” Oxford Univeristy & IBH Publishing Co.
16. Alam, S, (2016) GST and the States, Sharing tax administrations, Economic and Political Weely, 51 (31) (Article)
17. Ministry of Finance, Government of India (Oxford Press), Economic Survey 2020.
18. Dhamdhare S.V. (2019) , Sarvajanic Ayvay ( Marathi Edition ) ,Dimond Publication,Pune.
19. Khandare Vilas (2004) , Money Banking And Finance, Ravi Printers ,Aurangabad .

### Websites:

- <https://data.gov.in>  
<https://www.gst.gov.in>  
<https://www.incometaxindia.gov.in>

**T.Y.B.A. Economics**  
**Special Paper – IV: Public Finance -II**  
**(Course Code:     )**  
**Semester – VI**

**Objectives:**

1. To make students able to analyze Budget process of India.
2. To make the students aware about Role and working of Finance Commission.
3. To make students competent to become success in competitive examination.

**Course Learning Outcomes**

At the end of the course the learner will have ability

- To explain and assess the components and instruments of Fiscal Policy.
- To relate to the concepts of Budget and its components.
- To describe and analyze the concept of Deficit Financing and its effects.
- To describe and explain the Centre and State Financial Relationship.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	<b>Fiscal Policy</b>	12
	1.1 Fiscal Policy- Meaning, Instruments and Objectives	
	1.2 Fiscal Policy in Developing Countries	
	1.3 Limitations of Fiscal Policy	
	1.4 Review of Fiscal Policy in India Since 2011	
2	<b>Budget</b>	12
	2.1 Budget- Meaning, Nature and Objectives	
	2.2 Classification of Budget	
	2.3 Preparation of Indian Central Budget	
	2.4 Gender Budget- Meaning and Importance.	
3	<b>Deficit Financing</b>	12
	3.1 Deficit Financing- Meaning and Objectives	
	3.2 Role of Deficit Financing in Developing Countries	
	3.3 Trends in India's Deficit Financing Since 2011	
	3.4 Effects of Deficit Financing	
4	<b>Centre-State Financial Relationship</b>	12
	4.1 Centre-State Financial Relationship: Constitutional Provisions	
	4.2 Conflict in the Centre-State Financial Relationship	
	4.3 Role of the Finance Commission	
	4.4 Recommendations of 15 <sup>th</sup> Finance Commission	

**Recommended Books**

1. Andley and Sundaram- Theory and Practice of Public Finance.
2. Bhatia H.L “Public Finance “ Vikas Publishing House, 18<sup>th</sup> edition
3. Jayaram Hiregange, Deepak Rao (2017), India GST for Beginners, White Falcon Pub.

4. Government of India (2017). GST-Concept and Status
5. Bhadane Jaywant R, (2020) GST Smart Taxation System, International Publication
6. Singh S.K, Public Finance in Theory and Practice, S. Chand, New Delhi.
7. Ozerkar S.R.,Rajaswa (Marathi), Vidya Prakashan, Ruikar Marg Nagpur
8. Deo, and Zamre, Rajaswa (Marathi) Pimpalpure and Co, Publishers, Nagpur.
9. Buchanan J. M., Public Principles of Public debt, Irwin, Homewood, III, USA.
10. Herber, B.P., Modern Public finance, AITBS, New Delhi.
11. Hicks Ursula (1961) “Public Finance” Digswell Place, James Nishbet & Co. Ltd.
12. Musgrave R. A. (1959) “The Theory of Public Finance: A study in Public Economics” McGraw Hill Logakwha Ltd.
13. Musgrave R. A. and Musgrave P. B “Public Finance: In Theory & Practice” McGraw Hill Logakwha Ltd.
14. Prest, A.R. and Barr N.A., Public Finance in Theory and Practice, ELBS, London.
15. Taylor Philip C (1968) “The Economics of Public Finance” Oxford University and IBH Publishing Co.
16. Alam, S, (2016) GST and the States, Sharing tax administrations, Economic and Political Weely, 51 (31) (Article)
17. Ministry of Finance, Government of India (Oxford Press), Economic Survey 2020.
18. Khandare Vilas ,Povale ,Takale,(2012) , Economics Of Agriculture Development ,Omkar Printers, Aurangabad.
19. Dhamdhare S.V. (2019) , Sarvajanic Ayyavay ( Marathi Edition ) ,Dimond Publication,Pune.

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**T.Y.B.A. Economics**  
**Skill Enhancement Course**  
**Business Management**

Sem ester	CC Paper	Paper No.	Name of Paper	Lectures / Week	Total Lect.	CA Marks	ESE Marks	Total	No. of Credits
V	SEC -III SEC-3A		Business Management- I	03	30	15	35	50	2
VI	SEC -IV SEC-3A		Business Management - II Project	03	30	15	35	50	2

SEC -Skill Enhancement Course; CC -Core Course; CA - Continuous Assessment;  
ESE -End of Semester Examination

**T.Y.B.A. Economics**  
**Skill Enhancement Course**  
**SEC 3A: Business Management-I**  
**(Course Code:     )**  
**Semester – V**

**Course Learning Outcomes:**

At the end of the Course, the Learner will have the following skills:

- Management of Business.
- Business planning and decision making
- Leadership Skills- Ability to work in teams at the same time, ability to show leadership qualities

Unit No.	Name and Sub Titles of the Topic	No. of Lectures	Skill Enhancement Exercises
1	<b>Business Management</b>	6	<ul style="list-style-type: none"> <li>• Discussion/ Practical/ Field Study</li> </ul>
	1.1 Nature and Scope of Management		
	1.2 Characteristics of Management		
	1.3 Need & Importance of Study of Management		
	1.4 Process of Management		
2	<b>Business Planning and Decision Making</b>	6	<ul style="list-style-type: none"> <li>• Case Studies / Mini Projects / Individual /Team Presentations.</li> <li>• Practical Exercises in Decision Making Process/ Problem Solving</li> </ul>
	2.1 Nature of Planning		
	2.2 Steps in Planning Process		
	2.3 Types of Business Planning		
	2.4 Study of Planning Process		
	2.5 Steps in Decisions Making Process		
	2.6 Factors affecting decision Making		

3	<b>Schemes of Government :</b> Make in India Start-up India Stand up India Mudra Loans Dairy Management Scheme Fruits Management Development Programme Agriculture Products Sell Management	<b>6</b> <b>2 + 2</b> Guest Lecture	<ul style="list-style-type: none"> <li>• Visit to SSS/ Interview with Mudra Beneficiary.</li> <li>• Study of Street Vendors/ Hawkers/ Mini Enterprises etc.</li> <li>• Exhibitions Business Plan Ideas Competitor</li> </ul>
4	<b>Workshop:</b> Workshop on Entrepreneurship Development Training Programme	<b>8</b>	2 -Half-Day Work - shops -4 hours each <b>OR</b> 1- One Day Workshop - 8 hours

### Recommended Books

1. Stephen R. Covey, The 7 Habits of Highly effective People (1989), Guerilla Marketing.
2. Harvard Business Review, Management Tips, hbr.org/books.
3. Pandey, I.M. Financial Management, Persons 12<sup>th</sup> edn.
4. Saksena, S.C., Principles of Business Management (2019), Sahitya Bhawan Publi.Agra.
5. Kalkar Parag and Ajinath Doke, Vyavsay Vyavsthapan, Nirali Prakashan, Pune.
6. Vasistha, Neeru, Principles of Management, Taxmann.
7. Hannagan, Tim. Management Concepts and Practices, Macmillan India Ltd.
8. Government of India, Official Websites.

**T.Y.B.A. Economics**  
**Skill Enhancement Course**  
**SEC-3A: Business Management-II (Project Report)**  
**(Course Code:     )**  
**Semester – VI**

**Course Learning Outcomes:**

At the end of the Course, the Learner will have the following skills:

- Analytical Skills – Ability to analyze data collected and interpret in the most logical manner
- Project Report Writing Skills- Ability to comprehend and illustrate/demonstrate findings
- Presentation Skills – PPT/Poster- Ability to illustrate findings in the most appealing manner
- Leadership Skills: Ability to show leadership skills with business ideas or work on business ventures as a practical example

Unit No.	Name and Sub Titles of the Topic	No. of Lectures	Skill Enhancement Exercises
1	<b>Case Study</b>	2	Preview to Students for Project Report
	Guest Lecture – Local Entrepreneur – Success Stories / Struggles/ Historical Reviews/ Start-ups, etc		
2	<b>Project Interim Presentation</b>	14	Initial Mid Semester Presentation (15 marks)
	Detailed Study of ANY Business Enterprise under the Guidance of Subject Teacher OR Presentation of a Business Idea		
3	<b>Project Final Presentation</b>	14	Final Presentation Viva (35 Marks) Int. Examiner - 10 Ext. Examiner - 10 Report- 15
	Presentation with PPT or Poster or Exhibition of Business Ideas/ Reports		

**Recommended Books**

1. Stephen R. Covey, The 7 Habits of Highly effective People (1989), Guerilla Marketing.
2. Harvard Business Review, Management Tips, hbr.org/books.
3. Pandey, I.M. Financial Management, Persons 12<sup>th</sup> Edn.
4. Saksena, S.C., Principles of Business Management (2019), Sahitya Bhawan Publi.Agra.
5. Kalkar Parag and Ajinath Doke, Vyavsay Vyavsthapan, Nirali Prakashan, Pune.
6. Vasistha, Neeru, Principles of Management, Taxmann.
7. Hannagan, Tim. Management Concepts and Practices, Macmillan India Ltd.
8. Government of India, Official Websites.

# SAVITRIBAI PHULE PUNE UNIVERSITY



## TYBA Psychology Syllabus

From the academic year 2021-22

### Outcome Based Syllabus

	Semester-V	Semester-VI	
G-3 35223	SEC- 1C (Industrial and Organizational Psychology) (3)	SEC- 1D (Applied Psychology) (3)	
S-3 35221	DSE-1C (Psychological Testing) (Theory) (3)+(1) Testing Project	DSE-1D Experimental Psychology (Theory) (3)+(1) Testing Project	
S-4 35222	DSE-2C (Psychological Tests) (Practical) (3)+(1) Statistics	DSE-2D (Psychological Experiments) (Practical) (3)+(1) Statistics	
35224	SEC-2C (Personality Development-1) (2) (Value/skill based course)	SEC-2D (Personality Development-2) (2) (Value/skill based course)	
	G.E. 1 (2)	G.E.2 (2)	

- One credit is equal to one clock hour
- It is expected to refer Bloom's taxonomy

# **SEMESTER-V**

## **SEC 1 C (3) : INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

After completing the course, student should be able to:

CO1: Describe the concept of industrial and organizational psychology, selection and training, evaluation and motivation at workplace.

CO2: Explain job profile, job analysis, recruitment techniques and employee training.

CO3: Identify and classify the appraisal rating system.

CO4: Compare different theories of motivation.

CO5: Evaluate the training programme and job performance.

---

### UNIT-1: INDUSTRIAL AND ORGANIZATIONAL (I/O) PSYCHOLOGY- NATURE AND SCOPE

1.1: I/O Psychology: Meaning, subject matter and functions of Industrial Psychology

1.2: The history of I/O Psychology

1.3: I/O Psychology in the present

1.4: Future of I/O Psychology

### UNIT-2: PERSONNEL SELECTION AND TRAINING

2.1: Job Profile, job analysis and Recruitment techniques

2.2: Interviews, psychological testing and Needs assessment for training

2.3: Psychological Principles in training and training for knowledge and skill

2.4: Evaluation of Training Programme

### UNIT- 3: EVALUATING JOB PERFORMANCE, JOB SATISFACTION

3.1: Uses of performance evaluation: Downsizing, promotion, seniority

3.2: Sources of evaluation: The evaluator and performance appraisal

3.3: Appraisal rating and non-rating evaluation methods

3.4: Job satisfaction: Concept and theories

### UNIT-4: MOTIVATION AND LEADERSHIP AT THE WORKPLACE

4.1: Work motivation: Concept, Self-discipline – seven step process

4.2: Need and cognitive theories: McClelland, Herzberg, Goal Setting Theory, Self Efficacy Theory

4.3: Leadership- Styles, Theories

4.4: Communication: Concept, Process

## READING:

- Aamodt, M.G. (2007). *Industrial and organizational psychology: An applied approach*. US: Thomson & Wadsworth.
- Berry, L.M. (1998), reprint 2010. *Psychology at work: An introduction to Industrial and Organizational Psychology*. N.Y.: McGraw-Hill International Editions.
- French (2015). *Organization Development: Behavioral Science Interventions for Organization Improvement*, 6/e , Pearson, Education
- Gadekar, Jamale, Rasal ( 2013), *Audyogik va Sanghatanatmak Manasshastra*
- Luthans, F. (1995). *Organizational behavior (7th ed)*. New York: McGraw- Hill, inc.
- McShane, et al. (2006). 1st reprint. *Organizational behavior*. N.D.: Tata McGraw-Hill
- Miner, J.B. (1992). *Industrial-Organizational Psychology*. N.Y.: McGraw-Hill
- Pandit, R., Kulkarni, AV. & Gore, C. (1999). *Manasashastra: Audyogik aani vyavasayik upayojan*. Nagpur: Pimpalpure & Co.
- Robbins, S.P. & Sanghi, S. (2007). *Organizational behavior (11th Ed.)*. New Delhi: Pearson Education.
- Robbins, S.P.; Judge, T.A; and Sanghi, A (2009). *Organizational behavior*. N.D.: Pearson Prentice Hall.
- Schultz, D. and Schultz, S. E. (2006). *Psychology and work today*. 8th ed. N.D.: Pearson Edu.
- Singh ( 2015). *Organizational Behaviour : Text and Cases*, 2/e - Pearson, Education
- Warren ( 2015). *Occupational Psychology: An Applied Approach*, 1/e, Pearson Education

## **DSE 1 C (3): PSYCHOLOGICAL TESTING (THEORY) + (1) TESTING PROJECT**

After completing the course, student should be able to:

CO1: Describe the concept of psychological test, reliability, validity and norms.

CO2: Classify and categorize psychological tests, reliability- validity-norms types.

CO3: Identify the reliability and validity of psychological tests,

CO4: Evaluate the types of norms.

CO5: Conduct testing project for behaviour analysis.

---

### UNIT-1: INTRODUCTION OF PSYCHOLOGICAL TESTS

1.1: What is psychological test? History

1.2: Classification, characteristics

1.3: Steps in test construction

1.4: Ethical issues in test construction

### UNIT-2: RELIABILITY OF TESTS

2.1: Reliability: Meaning, true score estimation

2.2: Types: Test-retest, Split-half, Parallel-form and Scorer reliability

2.3: Standard error of measurement

2.4: Reliability- Influencing factors and improvement techniques

### UNIT-3: VALIDITY OF TESTS

3.1: Validity: Meaning,

3.2: Types: Content, criterion and construct

3.3: Convergent and discriminant validity

3.4: Validity: Statistical calculation method

### UNIT-4: NORMS AND ITEM ANALYSIS

4.1: Meaning of norms, Norm-referencing and Criterion-referencing tests

4.2: Types of norms: Age, grade, percentile and standard-score norms

4.3: Item Analysis: Item difficulty and Item discrimination

4.4: Item response theory

## **FOR 1 CREDIT: GROUP TESTING:**

1. For group testing, a small sample (n=30 at least) should be taken.
2. Any one standardized psychological test should be administered to the sample.
3. Responses should be scored as per the instructions given in the manual.
4. Report for group testing should be structured as follows:
  - a. Purpose of the group testing
  - b. Description of the test, e.g. author, psychometric properties, uses of test.
  - c. Tabular presentation of scores and results
  - d. Qualitative analysis, if applicable
  - e. Interpretation at group level
- f. Any other relevant finding
- g. Conclusion
- h. References

## **READING**

Anastasi, A. & Urbina, S. (2009). Psychological testing. N.D.: Pearson Education.

Asch, S. E. (1955). Opinions and social pressure. Scientific American, 193, 31- 35.

Desai, B. and Abhyankar, S.C. (2001). Prayogik Manasashastra ani Samshodhan Paddhati. Pune: Narendra Prakashan.

Hechter, M. and Opp, K. D. (2001). Social Norms. New York: Russell Sage Foundation.

Kaplan R.M.& Saccuzzo D.P.(2005) Psychological Testing,Principles ,Applications and Issues.Sixth Ed. Cengage Learning India, Pvt Ltd.

Sherif, M. (1936). The Psychology of Social Norms. New York: Harper and Row. Asch, S. (1952). Social Psychology. (Englewood Cliffs, NJ: Prentice Hall)

Singh, A.K. (2006). Tests, Measurements and research methods in behavioural sciences. Patna: Bharati Bhavan.

## **DSE 2 C (3): PSYCHOLOGICAL TESTS + (1) STATISTICS**

After completing the course, student should be able to:

CO1: Describe mapping of human behaviour.

CO2: Explain general ability testing, personality, adjustment and attitude.

CO3: Identify and classify the intellectual ability and personality patterns.

CO4: Conduct testing and evaluate intellectual ability, personality traits, adjustment and attitudes of participant.

CO5: Analyze statistical methods employed in behaviour analysis.

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### **I] GENERAL AND SPECIAL ABILITY TESTING (any two)**

1. Malin's Verbal OR Performance Scale
2. Standard Progressive Matrices (SPM)
3. Binet Kamath Test
4. Test of Creativity
5. Differential Aptitude Tests (DAT)- Any two sub tests
6. Dexterity test

### **II] PERSONALITY (any two)**

1. Eysenck Personality Questionnaire
2. NEO-FFI
3. Sentence Completion Test
4. 16 PF
5. Introversion-Extraversion Test
6. Interest inventory
7. Type A and Type B personality test.

### **IV] ADJUSTMENT (any one)**

1. Family
2. School
3. Marriage
4. Expectations from the Life partner Scale

### **V] TESTING OF ATTITUDE (any one)**

1. Marriage
2. Religion
3. Optimism-pessimism
4. Attitude towards the mother scale.

## **FOR 1 CREDIT: STATISTICS:**

1. Frequency distribution, Normal Probability curve
2. Measures of central tendency: Mean, Median, Mode for grouped and ungrouped data
3. Measures of variability: Range, Standard Deviation and Quartile Deviation (Q1, Q3 and Q) for grouped data.

## **READINGS:**

Anastasi, A. & Urbina, S. (2009). Psychological testing. N.D.: Pearson Education.

Broota, K. D. (1989, reprint 2014). Experimental design in Behavioural Research. New Age International Pvt. Ltd., New Delhi.

Chadha N.K.(2009),Applied Psychometry, Sage Publication Pvt Ltd. New Delhi.

Desai, B. and Abhyankar, S.C. (2001). Prayogik Manasashastra ani Samshodhan Paddhati. Pune: Narendra Prakashan.

Garrett, Henry E. (2006). Statistics in Psychology and Education(1st Indian reprint).Surjeet Publications, Delhi-7.

Gliner, J. A., & Morgan, G. A. (2000). Research methods in applied settings: An integrated approach to design and analysis. Mahwah, NJ: Lawrence Erlbaum.

Kaplan R. M. & Saccuzzo D.P.(2005) Psychological Testing, Principles, Applications and Issues. Sixth Ed. Cengage Learning India, Pvt Ltd.

Mangal, S. K. (2009).*Statistics in Psychology and Education* (2<sup>nd</sup> Edition- 10<sup>th</sup> printing). PHI learning Pvt. Ltd., New Delhi.

## **SEC 2 C (2) (VALUE/SKILL-BASED COURSE) : PERSONALITY DEVELOPMENT-1**

After completion of this course, student should be able to:

CO1: Describe the concept of personality.

CO2: Identify and classify various personality traits.

CO3: Correlate real life behavioural patterns with theoretical assumptions.

CO4: Apply psychological skills in daily life situations.

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### UNIT-1: PERSONALITY

- Concept and Role of Personality: Definitions,
- Factors affecting personality

### UNIT -2: TRAITS

- Personality Traits
- The 7 habits of highly effective people

### UNIT -3: FIVE PILLARS OF PERSONALITY DEVELOPMENT

- Introspection,
- Self- Assessment,
- Self-Appraisals,
- Self-Development,
- Self-Introduction

### **READINGS:**

Covey Stephen (2004). The 7 habits of highly effective people. Franklin Covey Co.

Hurlock Elizabeth (1988). Personality Development, McGraw Hill

Natu, S.A, (2021). Personality Development, Revised Edition, Nirali Prakashan, Pune

# **SEMESTER-VI**

## **SEC 1 D (3): APPLIED PSYCHOLOGY**

After completing the course, student should be able to:

CO1: Describe the concept of applied psychology, educational psychology, family structure and developmental patterns.

CO2: Know the clinical psychology related mechanisms, social issues, and criminal behavior.

CO3: Classify the intellectual ability, abnormality, criminal behavior.

CO4: Identify the problems and solutions in the field of education,

CO5: Evaluate the interpersonal relations.

CO6: Apply psychological remedies to assess abnormal behaviour, to tackle the social issues and to rectify the problematic behaviour.

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### UNIT-1: INTRODUCTION APPLIED PSYCHOLOGY

1.1 Definition, Nature and Scope of applied Psychology

1.2 Fields of Applied psychology

1.3 Clinical applications (classification of mental disorders DSM V , ICD 10 , therapies – CBT, Client centered therapy, REBT )

1.4 Cognitive Neuro Science (nature and major applications – PNI, EEG, MRI, CT, PET etc)

### UNIT-2: APPLICATIONS IN EDUCATION

2.1 Definition, Nature and Scope of Educational Psychology

2.2 Effective Teaching – Learning Methodologies / Pedagogies (group discussions, projects, presentations, interactive methods)

2.3 Issues of Various Categories of Challenged Students – Physically, mentally, economically challenged, Intellectual Disabilities (ID)

2.4 Problems and Solutions to Educational Problems – physical environment, Government policies, school and higher education, Ashramshalas

### UNIT-3: FAMILY AND DEVELOPMENTAL APPLICATIONS

3.1 Definition, Nature and Scope of Developmental Psychology

3.2 Issues of Adolescents (stress and strain, identity crisis, adjustment to physiological and psychological changes)

3.3 Family and Marital Problems and Solutions

3.4 Love, Relationships (dating, live in) and Break Ups

### UNIT-4: SOCIAL ISSUES AND NEW TRENDS IN APPLIED PSYCHOLOGY

4.1 Role of Psychologists in tackling Social Issues (interventions, research, policy level work)

4.2 Psychology of Terror, Psychology of Corruption

4.3 Definition, Nature and Fields (correctional, investigative)

4.4 Criminal Psychology, Cyber Crimes, Violence (meaning and types), Investigative Procedures (role of the psychologist) Law – contribution of Psychology to law

### **READINGS: :-**

Bayne and Horton (2003). *Applied psychology*, Sage Publications

Weiten and Lloyd (2004). *Psychology applied to Modern Life and Adjustment in 21st Century*, Thomas Wadsworth Publications.

Sharma, R (2009). *Applied Psychology*, Atlantic Publications

Bachhav, A. M. (2012). *Applied Psychology*, Chandralok Prakashan, Basant Vihar, Kanpur-21

David F. Marks, Michael Murray, Brian Evans, Carla willing Cailine Woodall & Catherine E Sykes, (2006). *Health Psychology*, Sage Publications

Richard H. Cox (2002). *Sport Psychology*, McGraw –Hill Higher Education

## **DSE 1 D (3): EXPERIMENTAL PSYCHOLOGY (THEORY) + (1) RESEARCH PROJECT**

After completing the course, student should be able to:

CO1: Describe the process of experiment in psychology, concept of psychophysics.

CO2: Explain problem, hypothesis, variables, sampling in experiment.

CO3: Identify and classify the learning system, methods of psychophysics.

CO4: Compare laws of psychophysics, types of hypotheses.

CO5: Conduct research based project.

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### UNIT-1: INTRODUCTION AND HISTORY OF EXPERIMENTAL PSYCHOLOGY

1.1: What is experiment? Characteristics, types

1.2: Contribution of eminent psychologists in experimental psychology

1.3 Scientific method: definition, nature

1.4: Social scientific research

### UNIT-2: PROBLEM AND HYPOTHESIS IN RESEARCH

2.1: What is problem? Definitions, origin, sources and selection

2.2: Statement of problem

2.3: Hypothesis: Definition, formulation, sources

2.4: Types of hypotheses

### UNIT-3: VARIABLES AND SAMPLING

3.1: What is variable? Definitions, types

3.2: Controlling of variables

3.3: Sampling: Meaning and types

3.4: Sampling distribution and sampling error

### UNIT-4: PSYCHOPHYSICS AND HUMAN LEARNING

4.1: What is psychophysics? Methods of psychophysics

4.2: Weber's law and Fechner's law, Signal detection theory (SDT)

4.3: Definition and nature of Human learning.

4.4: Methods of Human learning.

1. Serial Learning, 2. Distributed Vs Undistributed, 3. Partial Vs Whole 4 Structured

### **For 1 Credit: PROJECT:**

1. For project, a sample of at least 30 subjects should be taken
2. Project report should be structured as follows
  - a. Introduction and definition of basic concepts
  - b. Rationale/significance of the study
  - c. Hypothesis / Or Exploratory Study if Qualitative
  - d. Sample
  - e. Tools for data collection
  - f. Statistical analysis / Qualitative Analysis
  - g. Results, discussion and conclusion
  - h. Limitations and suggestions
  - i. References

### **READING**

Christensen, L. B.; Johnson, R. B.; Turner, L. A (2014). Research Methods, Design and Analysis. Pearson

D'Amato, M.R. (2009). Experimental psychology: Methodology, psychophysics and learning. N.D.: Tata McGraw-Hill.

Kerlinger, F.N. (1995). Foundations of behavioral research. New York: Rinehart Winston. Inc. Surjeet Publications.

Kothari, C.R. (reprint 2009). Research methodology: Methods and techniques. New Delhi: Wiley Eastn Ltd.

McBurney, D.H. and White, T.L. (2007). Research methods. US: Cengage

Singh, A.K. (2006). Tests, Measurements and research methods in behavioural sciences. Patna: Bharati Bhavan.

Solso, R.L., MacLin, M.K. (2008). Experimental psychology: A case approach. N.D.: Dorling Kindersley Pvt. Ltd.

Tiwari Govind and Pal Roma (1985). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir, Agra

Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), Experimental Psychology. ND: Oxford & IBH Publishing Co. Pvt. Ltd.

Zachmeister, J.E., Zachmeister, E.B., and Shaughnessy, J.J. (2009). Essentials of research methods in psychology. N.D.: Tata McGraw-Hill.

## **DSE 2 D (3): PSYCHOLOGICAL EXPERIMENTS + 1 STATISTICS**

After completing the course, student should be able to:

CO1: Explain psychophysics, various cognitive processes of human being.

CO2: Classify and compare psychological experiments.

CO3: Conduct laboratory experiments.

CO4: Analyse statistical base of human behavior.

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### **I] PSYCHOPHYSICS (any one)**

1. Method of Limits- RL or DL
2. Method of Constant Stimuli- RL or DL
3. Method of Average Error: PSE and CE

### **II] ATTENTION (any one)**

1. Divided attention
2. Span of attention
3. Stroop effect

### **III] PERCEPTUAL PROCESSES (any one)**

1. Illusion
2. Size constancy
3. Retinal color zones
4. Reaction time
5. Depth perception

### **IV] THINKING AND PROBLEM SOLVING (any one)**

1. Effect of mental set on problem solving
2. Maze learning
3. Problems solving- Pyramid puzzle / Wiggly Blocks / Heart-and-Bow puzzle

### **V] LEARNING (any one)**

1. Bilateral transfer
2. Effect of knowledge of results
3. Habit interference
4. Serial learning

### **VI] MEMORY (any one)**

1. Recall and recognition
2. Retroactive inhibition / Proactive inhibition
3. Short Term Memory

## **FOR 1 CREDIT: Statistics:**

1. Rank Difference Correlation and Chi-square.

2: Product moment correlation

## **READINGS:**

D'Amato, M.R. (2009). Experimental psychology: Methodology, psychophysics and learning. N.D.: Tata McGraw-Hill.

Desai, B. and Abhyankar, S.C. (2001). Prayogik Manasashastra ani Samshodhan Paddhati. Pune: Narendra Prakashan.

Jalota, S. (1962). Experiments in psychology. Asia Publishing House.

Mohanthly. Experiments in psychology.

Mohsin, S. M. (1975). Experiments in psychology. Orient Longman.

Parameshwaran, E. G. & Rao, B. T. (1968). Manual of experimental psychology. Bombay: Lalvani Publishing House.

Postman, L. & Egan, J.P. (1949), reprint 2009. Experimental psychology: An introduction. ND: Kalyani Publication.

Ranjit Kumar (2014). Research Methodology: A step by step guide for beginners. Pearson

Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company.

Tinker, M.A. & Russell, W.A. Introduction to methods in experimental psychology. Appleton – Century Crofts.

Tiwari Govind and Pal Roma (1985). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir, Agra

Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), Experimental Psychology. ND: Oxford & IBH Publishing Co. Pvt. Ltd.

## SEC 2 D (2) (VALUE/SKILL-BASED COURSE) : PERSONALITY DEVELOPMENT-2

After completion of this course, student should be able to:

CO1: Describe the concept of self-esteem and personality development.

CO2: Identify and classify behavioural assessment techniques.

CO3: Evaluate personality of individuals.

CO4: Apply psychological skills to develop owns personality.

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### UNIT -1: CORE ASPECT OF PERSONALITY: SELF

- Self Esteem and Personality Development: Definitions,
- Negative and Positive Self Esteem

### UNIT -2: ASSESSMENT TECHNIQUES

- Personality Development and its Applications: Mind mapping, Competency mapping, 360-degree assessments

### Unit -3: DEVELOPMENT PROCESS

- Development of an Ideal Personality: Communication, Decision making, Ethics, Time management

### READINGS:

Hurlock Elizabeth (1988). Personality Development. McGraw Hill

Natu, S.A, (2021). Personality Development, Revised Edition, Nirali Prakashan, Pune

Sanghi Seema (2016). The Handbook of Competency Mapping (3<sup>rd</sup> Edn ) . Sage

SN: Examination and evaluation pattern will be announced soon by BOS- Psychology

## Examination and evaluation pattern for the subject:

DSE- 2C (Semester-V) : (Psychological Tests) (Practical)

DSE- 2D (Semester-VI) : (Psychological Experiments) (Practical)

### GENERAL GUIDELINES:

- 1: For the above 2 subjects, practical examination will be conducted at the time of semester-end for 100 marks. There will be no internal examination.
2. For the regular practical conduction and practical examination each batch of students should consist of 08 students.
- 3: Workload distribution will be based on credit structure.
- 4: Each batch will conduct practical twice per week.
5. The concerned teacher should verify the completion of practical journal (Tests and Experiments) and issue a completion certificate signed by the head of the department.

### GUIDELINES FOR ASSESSMENT (SEMESTER-END EXAMINATION)

1. One chairman will be appointed for semester end practical examination by SPPU. Two or three district coordinators will assist him. They will prepare the total examination program. They will decide the internal and examiners panel.
- 2: While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
3. The examiners should set one question paper (6 tests/ experiments with statistical example) on the spot.
4. Before conducting the examination the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the numbers of practical are conducted as per the specifications given in the syllabus.
5. While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department.
6. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
7. The structure of the question paper is as follows:

Journal (Tests or Experiments)	Statistics	Instructions	Report	Oral examination	Total
20 Marks	20 Marks	20 Marks	20 Marks	20 Marks	100

- 8: The duration for practical examination will be of three clock hours per batch.
- 9: Assessment of statistics and practical report should be done by the external examiner only.
- 10: Practical Journal, Instructions, Oral examination be assessed by the internal and external examiners. Average marks of the two examiners should be considered as final assessment.
- 11: The following items should be considered for billing purpose, as per the revised rates of examiners' remuneration of S P Pune University.

<b>Sr. No.</b>	<b>Particulars</b>
1	Paper setting (Per batch)
2	Candidate evaluation – Each examiner
3	Model answer (Per batch)
4	Scheme of marking (Per batch)
5	Translation - (Per batch)

12. Total remuneration for the examination should be equally divided between the two examiners.  
Admissible staff – Lab supervisor, expert assistant and Peon.
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**SAVITRIBAI PHULE PUNE UNIVERSITY**  
**TYBA - SEMESTER END PRACTICAL EXAMINATION IN PSYCHOLOGY**

DSE 2 C (Semester-V): **(Psychological Tests)**

DSE 2 D (Semester-VI): **(Psychological Experiments)**

Name of the College and exam centre:

Date and Time:

Batch:

Sr. No.	Seat No.	Journal (Tests or Experiments) 20 Marks				Statistics 20 Marks	Instructions 20 Marks				Report 20 Marks	Oral examination 20 Marks				Total 100
		Int.	Ext.	Total	Ave.		Int.	Ext.	Total	Ave.		Int.	Ext.	Total	Ave.	
1																
2																
3																
4																
5																
6																
7																
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Internal Examiner (Name and Sign)

External Examiner (Name and Sign)