

Dear TYBA English teachers,

BOS English is extending the draft of units for your kind persuasion to be taught for Vth Sem. and to frame the Question paper for Sem. Exam. We are extending this draft for your help by the time you get the printed text.

TYBA

Ability Enhancement Course (AEC)

AEC: Developing Communication Skills

(w.e.f. 2020-21)

Objectives-

1. To acquaint students with various modes of communication
2. To intimate students about various types of written communication
3. To inform students about various types of oral communication
4. To give practice to students in various modes of communication

Semester-V

External- 60 marks Internal- 40 marks

Credits: 02 Theory- 01 credit (15 clock hrs.)

Practical- 01 credit = 02 credits (30 hrs.)

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Unit 1. Written Communication

I) Letter Writing

A) Formal Letters

i) Business Correspondence: Sales letter, Enquiry letter, Order and Replies

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B) Goodwill Letters: Invitation, Congratulations, Thanking

II) Notice, Agenda, Minutes of Meeting

III) Advertisement Writing

Unit 2. Comprehension and Writing Skills

I) Summarization

II) Reading Comprehension

III) Expansion of an Idea

IV) Story Building

V) Report Writing: Types, Structure, Parts, Examples

VI) Usages of Punctuations

UNIT- I- WRITTEN COMMUNICATION

Introduction:

Language plays different and vital roles in the life of human society. It is unavoidable part of any society. It is a vehicle through which we share our emotions, ideas, thoughts, and motives to our dear and near ones. Without language man cannot live. It is as important as food, clothes, and shelter.

There are two modes of communication- one is spoken and another is written. Now a days, these are smart modes of communication including Information Technology with the help of Internet. It involves technology tools such as Internet, E-mail, Teleconference, Telex, Fax, Voice-mail, Smart Mobiles and other electronic devices. Through these modes communication is successfully established with one another. Following are the modes of written communication in the form of letters.

1. Letter Writing:

It is one of the modern and smart modes of communications with which we send and receive messages in written form. The techniques of letter writing are varied in accordance with the kind of situation (occasion), person and relation. The clear and effective writing reflects clear and effective thinking of a sender and receiver. Hence, the message is received very effectively and any kind of communication takes place easily and effectively without problems through letters. It is necessary to develop the art of drafting or writing letters as there is a growing demand of time to cultivate and develop among students the art of writing different kinds of letters for personal and professional development.

Broadly speaking there are three types of letters, viz. **Formal, Semi-Formal, and Informal**. Mostly, the type is depending upon its **Type, Tone, Situation, Person and Relations** of a sender to a receiver.

1. **Personal Letters**
2. **Social Letters**
3. **Business Letters**
4. **Official Letters**

1. **Personal Letters:** These letters are written to friends and relatives those who are very close to us or for intimate relationship between writer and receiver. The tone of the letters is informal one.
2. **Social Letters:** These letters are written specially on the occasions such as- Invitation to Parties, Celebrations, Congratulations, Condolence and Introduction. The tone of the letters is Semi-formal.
3. **Business Letters:** These letters are written to Firms, Companies, Shop-Keepers and Professional Groups, Suppliers and Customers and various New Papers etc. The tone of the letters is formal one.
4. **Official Letters:** These letters are written to a person or representative of any Public Organisation or High Institutions or Managements or various departments as Banks, Telephone Exchange, and Electricity etc. Even Job Applications are also come under this category. The tone of the letters is formal one.

The steps of letter writing:

Some of them are **Compulsory** and others are **Optional** one. The steps depend on the type and structural pattern of letter either it is Personal, Social, Business or Official. Even the tone of a letter depends on it; either it should be formal, semi-formal or informal. There are **seven compulsory** steps which we find in any type of letter. The following are the samples of the structural pattern or steps of a letter.

1) The Compulsory Steps:

i) The Sender's Address (Headings)

It consists writer's address which should be written in the following manners at the top of right-hand corner of the letter.

For example: -

Kailas Desale, 54, Samarth Niwas, Dandawate Nagar, Nashik – 425405	Reena D. Bhadane, Gokul Nagari, Tulsi Apartment, Kalyan (W) 421301.	Ajinkya Chavan, Swami Apartment, Shivaji Chowk, Shirpur - 425405
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ii) Date

There are various styles of writing dates,

For example: -

28 th Sept. 2020	28 Sept. 2020	Sept. 28, 2020
28/09/2020	28.09.2020	28-09-2020

iii) The Receiver's Address (inside Address)

For example: -

The Principal, Vishwa Bharati Senior College, Ring Road, Nandurbar.	The Editor, The Times of India, Marin Drive, Mumbai.	The Commissioner Municipal Corporation, Jalgaon – 451099
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iv) Salutation or Greetings

The salutation should be written below the address and date from the left-hand side of page or leaving margin. These depend on the kinds of letter.

For example: -

i) Dear Father/ Mother/ Brother/ Sister
ii) Dear Friend
iii) Respected Sir/ Madam
iv) The Editor of Newspapers vi) The Director vii) The President
viii) The Commissioner etc.

v) Body of the Letter

Off course, this is the main part of a letter. It should be written in preferably single space

For example: -

It depends on the type of the letter, as per the theme or subject of the letter. Either it is personal, social, business or official. It should be as per the theme or subject, if it is long then divide it into paragraphs with concluding remarks.

vi) Complementary Close (Subscription or polite ending of a letter)

For example: -

It depends on the type of the letter. Either it is personal, social, business or official. Yours / with warm regards / Yours affectionately / Yours faithfully/ Yours sincerely/ Yours truly etc.

vii) Leave Taking or Signature

After completion of the letter you should write a leave taking phrase to the right side of the page and put your signature.

For example: -

Reena Bhadane, Kailas Desale, XYZ, ABCD, etc.

2) The optional steps:

The optional steps are used as per the requirement of the letters. It depends on its type and remaining subject matter. These are used in personal, social, business or official letter as per the need and relation between the sender and receiver. Following are the five optional steps:

- i) Your Reference:** KBCNMU/ 1322 / M. Phil. / Ph.D.
- ii) Our Reference:** Reminder received copy dated 28/09/2020
- iii) Subject:** Inquiry, Complaint, Permission, Meeting Agenda etc.
- iv) Identification Mark (Initials or typist):** MRM 20 / KBCNMU 2020
- v) Enclosure:** as per the subject Xerox copies / required documents etc.

The following are the points that should be noted very carefully and minutely while writing a letter.

A) Formal Letters:

Formal letters are those which are related to business matters rather than personal feelings and emotions. These are based on the factual information and have no intimacy. These are written to fulfil the specific needs as per the purpose. Formal letters are of various kinds, like- requests, inquiries, complaints, information from one party to another, various information from the various departments, actions, place orders, sales, supply of goods, customers, consumers, apology for mistake, official memo etc. Such letters are useful for the permanent written records of documentations.

i) Business Correspondence:

Business Correspondence deals with the impersonal, official or public matters. It is done by keeping the view of business purpose theme and subject from one agency to another agency. These are written from one company to another or between organisations, institutions, different Govt. bodies, clients, customers, business parties etc. Overall, the style and language, theme and subject depend on the relations of the parties. Generally, the style and language of the letters is formal one. Business letters are clearly divided into two sections, one is business and another is job application.

a) Sales letters, Order letters, Enquiry letters , and Replies letters:

Such letters are dealt with the product which is sold by a salesman or agency to agency or an order is placed for purchasing or sailing. Sometimes we have to write a letter for inquiry of goods, or regarding placed orders or the replies of it. The whole business of the world is communicated through this kind of letters. Mostly the goods are sold and purchased, an order are placed and supplied by the companies or agencies with each other.

Following are some of the **Specimen:**

a) Sales Letter: -

These are written with purpose of selling products in the market from companies to consumers or agencies. The purpose of the letters to attract consumers or customers to purchase their product. Through such letter, it is shown that how their product is superior or the service is better than the others. They try to catch attention of customers either through letters or advertisements or through various modes of media. To attract people, they have been using different market strategies or discount offers, guarantee schemes, warranty assurance or special gifts or 'Dhamija' offers on the occasion or celebration of various festivals.

For example: - specimen for selling a car.

FORD AUTOMOBILES

54, TIDC INDUSTRIAL ZONE
CHENNAI, 425405.

Office Phone: (044) 54999 www.FCC.ac.in E-mail: -vishwakutty@gmail.com

Ref: No. Ford/2435/ 2020

28th Sept 2020.

Mr. VishwanathanKutty,
54, TIDC Industrial Zone, Chennai, 600001.

To,
Mr. Tejas Patil,
19, Dandawate Nagar,
Deopur, Dhule – 424001.

Dear Mr. Tejas Patil,

We are happy to see your interest in purchasing a FORD car. We are also going to launch a new model of the car “**Ford Aspire**” next week. What’s new in the upcoming model is that it will be having 6 airbags and stereo speakers designed by JBL. It also has a powerful 1500 cc turbo drive engine to enhance your driving experience. We feel proud in calling you as our family member once you own this “Familywali Feeling” car. We are going to offer **first 100** customers **Rs.50000/-** discount as “**Diwali Dhamaka**” offer on the first come, first serve basis at pan India level.

Therefore, grab the opportunity and visit your nearest showroom in Dhule.

With warm regards,

Mr. VishwanathanKutty,
Sales Executive,
India.
Mob. +9198881922543

EXERCISE (Sales Letter)

1. Write a sales letter to one of your customers regarding information about the upcoming offers on smart phones.
2. Write a letter to your customer regarding TVS two-wheeler expo by your Agency.
3. Write a letter to the Farmers Organisation, informing them regarding your farming equipment sales at the upcoming Agriculture Expo.
4. Write a sales letter to the wholesale and retail saree dealers of the region by Surat Textile regarding Saree Sales.
5. You are appointed as the Marketing Manager of your company. Write a letter of sales to the companies in your area informing them about your products and sales.

b) Enquiry Letter:

In this global world market, as per the need, a person has inquiry regarding several issues seeking information about quotations, education, goods, discounts, hospitals, medical and hygienic facilities, publishing and orders books, journals, shopping etc. This is where Enquiry letters come in handy.

For example: -Write a letter to the Manager of the Macmillan, Book Store, Aappa Balwant Chowk, Pune, inquiring about the availability of the complete series of Comp. English books of F.Y. /S.Y. / T.Y.B.A. for your College library.

For example: -

The Principal / Librarian,
M.S.G. Arts, Comm. and Sci. College,

Malegaon, Dist. Nashik, Pin - 423105,

Date: - 09/03/2020.

To,
The Manager,
The Macmillan Book Store,
Aappa Balwant Chowk,
Pune.

Subject: - Enquiry on availability of F.Y. /S.Y. /T.Y.B.A. Comp. English books of our University.

Respected Sir,

As stated in the subject above, we wish to enquire about the availability of recently launched books of the Compulsory English series prescribed in the revised syllabi by KBCNMU, Jalgaon. If the books are available at your prestigious store, we would like to purchase the sets of these books for our College library. Kindly reply to the above mentioned address. You are requested to send the latest catalogue mentioning details of price and the discount.

Yours sincerely,

The Principal / Librarian,

EXERCISE (Enquiry Letters)

1. Write a letter to the Dean, A.W.N. School of Management, Palghar, requesting him to apprise you of the details such as eligibility criteria, fees, hostel facility, prospects of placement etc. for admission to P.G. Diploma in HRM.
2. Bharat Public School, Pune has recently introduced Diploma Course in Lab Technology under vocational stream. The prospectus of this course is not clear to your mind. Write a letter to the Principal of the school inquiring about the future prospects of this course and requesting him to send a prospectus, if any.
3. Write a letter to Anand Mobiles, Talegaon enquiring about the launch of new smartphone that you are interested in buying.
4. Recently, the Municipal Corporation of your city has implemented Cleanliness Drive across the city. Unfortunately, your area has been left out. Write a letter to the CEO of Municipal Corporation of your city enquiring about the status of the cleanliness drive in your area.
5. Write a letter of enquiry about examination fees to the Principal of your college.

c) Order Letter: -

These kinds of letters are one of the most essential parts of all sphere or sections of life. These letters are related with Business tycoons, Educational hubs, Social gatherings and programmes, Financial offices, Political party offices, Religious gatherings or programme, Medical centres, Infrastructural, and Personal sections of life. Everywhere some kinds of orders are placed as per the requirements of that branch's offices, schools, colleges, banks, hospitals etc.

For example: -

Write a letter to Aggarwal Enterprises Indore, placing a bulk order of furniture for the supply giving all details of the items ordered to it.

The Manager,
Nilesh Infrastructures,
Surat Bypass Highway,

Nandurbar, Pin-425512

To,
The General Manager,
Aggarwal Enterprises,
Indore. Pin 452001

Subject: - Furniture and other items for office

Dear Sir,

We have to furnish our newly constructed head office and its rooms in Civil Lines Office, Surat Bypass Highway, Nandurbar. We have demanded quotations from various firms that supply furniture and related items for offices. Therefore, we need quotation from your enterprise, so we can approve the same. The details of the items are furnished below:

Sr. No.	Particulars	Quantity (Nos.)
1.	Tables 61x 4' (Teak)	10
2	Tables 4'x 3' (Teak)	20
3	Cement Benches 7'x 3'	15
4	Chairs (rotating steel)	10
5	Chairs (standard size teak)	50
6	Stools (mango wood)	10
7	Boxes 4'x 3' (steel)	10
8	Almirahs (steel)	30
9	Notice Boards	02
10	Table lamps with grill	40
11	Stamp pads	50
12	Office pens with stands	100
13	Xerox Machine stands	03

Kindly send all the items in their proper sizes, specifications and conditions.

Yours sincerely,

(Signature)
The Manager

EXERCISE (Order Letters)

1. You are the Manager of Vighnaharta Pvt. Ltd Company. You are in need of chemicals for the company. Write a letter to Om Chemicals, Ankaleshwar ordering the list of chemicals.
2. Write a letter to the Sales Manager, Swami Book Depot, ABC Chowk, Pune placing order for 5 titles of books that you require for the college library.
3. You are the Sports Teacher of your school. Write a letter of order to Dhanvik Sports Company Pvt. Ltd., Indore for sports equipments.

4. Write a letter to Venus Stationery ordering a set of office stationery.
5. Draft a letter to Ameya Pharmaceuticals ordering the prescribed medicines on an urgent basis. You are the owner of Shivani Medicals, Shirpur.

d) Letter of Reply:

These letters are in response to the demands and orders that are placed, either the orders or demands are going to be fulfilled or not. Such reply is sent to the related letter whether it is accepted (Yes) or rejected (No).

For example: -A specimen letter for reply.

Deopur, Dhule – 424001.

Mr. Tejas Patil,
19, Dandawate Nagar,
Oct. 26th
2020.

To,
Mr. VishwanathanKutty,
54, TIDC Industrial Zone,
Chennai, --600001.

Subject: - Reply to the enquiry regarding FORD car...

Your: Ref: No. Ford/2435/ 2020

Dear Sir,

I am happy to convey you that my family members are interested in purchasing Ford Aspire Car. We feel proud to be the family having our choice for the Ford Car and after purchasing we will definitely have “Familywali Feeling”. Very soon we will visit the nearest showroom and have test drive.

With warm regards,

Mr. Tejas Patil,
(Signature)
Mob.1234567890

EXERCISE (Reply Letters): -

1. Write a letter in response to the complaint that you received regarding ragging in your College.
2. You are selected as the Manager of Vithoba Logistics, Solapur. Write a reply letter to the job offer and negotiating for a higher salary.
3. You are asked to donate a certain amount for the Kerala Relief Funds by the Chief Minister of Maharashtra. Write a reply letter to it.
4. In the wake of COVID19 Pandemic State Govt. has announced conducting examinations. Write a letter in response opposing it.
5. Write a reply letter to the Electricity Board regarding higher electricity bills.

ii) Application for Jobs:

Job Applications are important form of official letters today. There are following types of Job Applications such as:

- a) An application is along with ‘bio-data’. It is also known as ‘resume’ or ‘curriculum vitae’. The whole information or candidature of the candidate is provided by the candidate to the respective post.

b) Another kind of application is without bio-data. The bio-data sheet is attached separately to the application. It contains summary of academic and required qualifications, meritorious achievements, extra-curricular and co-extra-curricular activities, experiences etc. of the candidate for the post.

A bio-data includes few steps, some of them which are compulsory and remaining are optional. The candidate gives essential and required steps as per the required conditions for the post as well as stating the qualifications and extra co-curricular activities. Following are some essential steps for job application.

a) Personal details b) Birth date c) Postal / Correspondent/ self-Address d) Mobile No. e) E-mail f) Educational qualification g) co-curriculum and extra-curricular activities h) Meritorious achievements i) References j) Documents, Testimonials etc.

For example: - A specimen application along with bio-data.

Applications are invited for the post of a lecturer in English at Wilson Senior College, Mumbai as per the advertisement in 'The Bombay Times' of 09th January 2020. (The Principal, Wilson Arts, Com. and Science College, Marine Drive, Mumbai 400 025)

Dr. Aanand Hari Torawane,
MIDC Area, Datta colony,
Sakri, Dist. Dhule. Pin- 424 304.

To,
The Principal,
Wilson Arts, Com. and Sci. College,
Marine Drive, Mumbai 400 025.

Subject: Application for the post of lecturer in English

Reference: Your advertisement in 'The Bombay Times' of 09th January 2020.

Respected Sir,

As per the subject cited above and the advertisement appeared in the 'The Bombay Times' of 09th January 2020, I hereby submit my application for the post of a lecturer in English in your reputed College. I have achieved all the required qualifications as per the norms of UGC and the State Govt. Education policy. My necessary details are attached in the bio-data sheet separately.

If selected for the post, I promise to work with my best abilities, possibilities and potentials to satisfy the Management and my colleagues. Therefore, I request you to kindly consider my application. I hope that you will give me the opportunity to serve the institute and prove my abilities.

Thank you,

Yours faithfully,
(A.H. Torawane)

Enclosure: - Bio-Data

BIO-DATA

a) Personal Details:

Name : Dr.Aanand Hari Torawane.
Date of Birth : 13th Oct. 1991
Mo. No. : 9423942851 / 9405373177

E-mail : drahtorawane@gmsil.com
Educational qualification : M.A. M. Phil. Ph.D. SET, NET
Postal / Correspondent Address : Dr.Aanand Hari Torawane,
MIDC Area, Datta colony,
Sakri, Dist Dhule. Pin - 424 304.

b) Educational Qualifications:

Sr. No.	Class	Inst. /University	Year	Per./ Marks
1	S. S. C	S. G. Patil. School, Sakri	2003	75
2	H. S. C	S. G. Patil. School, Sakri	2005	70
3	B. A.	S. G. Patil College, Sakri	2008	67
4	M. A.	S.S.V.P. S. College, Dhule	2010	60(I st Class Entire)
5	M. Phil.	KBCNMU Jalgaon	2013	A- Grade
6	Ph. D.	KBCNMU Jalgaon	2018	Awarded
7	SET	Pune (MS)	2019	Qualified
8	NET	UGC-NTA (New Delhi)	2020	Qualified

c) Languages Known:

English (R/W/ S), Marathi (R/W/S), Hindi (R/W/S), Gujrathi (R/W/S), Ahirani (R/S), Pawari (S) etc.

d) Personal Interest (Hobbies):

Enacting in Drama, Organisation of Trekking Camps, Singing and dancing (Bharatanatyam).

EXERCISE (Job Application Letters)

1. Draft an application for the post of an Accountant in Pioneers (Pvt.) Ltd. Co. Jalgaon in response to their advertisement that appeared in The Times of India dated 1st Oct, 2020. Prepare a bio-data to be enclosed.
2. Write an application to the Principal, T.V.P. Higher Secondary School Kalyan in response to an advertisement for the post of a music teacher in that school.
3. Draft a letter along with bio-data for the post of Sales Manager in Maruti Enterprises, Dhule in response to the advertisement that appeared in Lokmat dated 22 Dec. 2020.
4. Gauri Motor Driving School has published an advertisement for the post of trained driver in Sakal. Write a letter of application in response to the advertisement.
5. Write an application to the CEO, Nandurbar Municipality in response to the advertisement for the post of a typist. Attach your bio-data for the same.

B) Goodwill or Social Letters:

Goodwill or social letters are another type of letters. It consists of many types of letters but as per the syllabus of the course, here we have to study Invitation, Congratulations, and Thanks giving letters. These letters are informal or sometimes semi-formal ones. It is depending on the senders and receivers' relations and subject of the letters.

As Aristotle says that man is a social animal, therefore without communication it is highly impossible him/her to establish a rapport with each other or among one another.

Whatever the mode of communication it does not matter, it is established either with manual or using the information and technology devices. This type of letters contains Invitation, Congratulations, and Thanking.

i) Invitation Letters:

On various occasions, we invite our friends, relatives for birthday, marriage ceremony, annual functions of companies, inauguration of a new shop, office branch, franchise etc.

For example: A specimen of an invitation letter is given below.

Invitation to birthday party to your friends.

Samrudhi Pawar
54, Gaurav Residency,
Kranti Nagar, Bhusawal,
Pin-425201

Dear Disha,

I cordially invite you with your family on the occasion of my son, Krishna's birthday party on Saturday, 22nd Dec. at 07 pm in Hotel Galaxy, Faizpur Road, Bhusawal. Your presence is valuable and it will make the event fascinating.

Yours,
Samrudhi Pawar

EXERCISE (Goodwill/ Social Letters)

1. Write a letter of good wishes to your teacher on the occasion of New Year.
2. Write a letter of condolence to your friend who has lost his mother.
3. Write a letter of invitation of your son's wedding to your relatives.
4. Write a letter to your cousin's birthday to wishing him / her on birthday.
5. One of your colleagues has recently met with an accident. Write a letter of sympathy to him/ her seeking his/her health status

ii) Congratulations Letters:

For example: - a specimen of Letter of Congratulation.

Sanjivani Mahajan,
Chopda,
11th Dec.2020.

Dearest Soham,

I feel very glad to congratulate you on your grand success in the MPSC examination. It is a hard nut to crack and you have passed it with flying colours. I am happy and equally proud of you because you have used your full potential.

Once again, my heartiest congratulations on your brilliant achievement and I wish you the best for your future success.

With best regards,

Your Friend,
(Sanjivani)

iii) Reply Letters:

For example: - A specimen of Reply Letter.

Soham Mahajan,
Chopda, 18th Dec.2020.

Dearest Sanjivani,

I am very much thankful to you for your best wishes and heartfelt congratulations. Really, it was a hard nut to crack and pass it with flying colours. I feel proud to have such a friend with me with the best wishes. Definitely I used my full potential this time, because it was the final chance to me.

Off course, my thanks to you from the bottom of my heart. Convey my best regards to uncle, aunty, Chintu and Zingy. I also wish you the best.

Your Friend,
(Soham)

EXERCISE (Congratulations Letters)

1. Write a congratulation letter to your friend on his selection for the post of Deputy Collector.
2. Write a congratulation letter to an employee on becoming him as father/mother of a baby daughter.
3. One of your cousins has secured AIR 13 in UPSC Civil Services Examination. Write a letter congratulating him on his/her success.
4. Write a congratulation letter to a relative who has recently been promoted to the post of Manager in his company.
5. Your colleague has been rewarded with ADARSH SHIKSHAK AWARD on the occasion of Teacher's Day. Write a letter congratulating him / her on his / her success.

II) Notice Agenda and Minutes of Meeting

A) Notice

A notice is a written or printed announcement. It is written in order to inform a large number of people about something that has happened or is about to happen. It is just a piece of information to be delivered to the targeted audience. It is normally about an upcoming event, meeting, information, competition etc. It is generally written in a formal tone. Notice always gives factual and to-the-point information. It is written in **simple and formal language**, and not in figurative or flowery words. Notices are written on display boards or are circulated in classrooms, schools, colleges, voluntary organizations, or at public places. They are prepared about advertises, instructions, information and warnings. Notices are displayed at public places such as –government offices, railway stations, bus stands, hospitals, schools, colleges, universities, etc.

Following are some important characteristics of a notice.

1. It should be accurate, clear, concise and decisive.
2. It has corrected, unambiguous, appropriate and polite language.
3. It is written in short words and sentences.
4. A notice has an attractive layout.
5. There is separate paragraph for each separate idea and there is numbering of paragraph for better understanding to the reader.
6. It is appealing, understandable, and convincing.
7. The message of notice may be given in box

Apart from the above key points, there are some essential writing or drafting guidelines for an official notice.

- a. Notice should have a heading and sub-heading
- b. Notice, being an official piece of information intimating readers the event, action, warning should be signed by concerned persons, e.g. President, Chairman, Secretary, Principal, In-charge of concerned department.
- c. Date and reference should be mentioned at the beginning or the bottom of the draft.
- d. The language style of notice should be simple, formal, clear, straight-forward, and easy to understand to the readers.
- e. A notice should be free from any vague, ambiguous, unclear content.

Types of Notices

Every institution or organization often communicates its official message to the stakeholders through a piece of documentary information mostly in the typed and written form. There are certain types of notices, such as-

- a. School, College, Society notices (to students, parents, alumni, and other stakeholders)
- b. Company or Industry notices (to the employees, shareholders, management)
- c. Legal notices (to the people concerned with legal matters)
- d. Tender notices (to invite the tenders/quotation related to work)
- e. Newspaper notices (for official and business purpose to the people in society)

Examples of Notices:

a) School, College, University, Society notices:

Swami Vivekanand Secondary and Higher Secondary School, Pune

ADMISSION OPEN FOR 9th to 12th CLASSES FOR ACADEMIC YEAR 2020-21

The admission process for classes 9th to 12th for the Academic Year 2020-21 has started from 1 July 2020. The students interested to take admission should fill in the online application form available on the school website- swamivivekananandschool.ac.in.

Kindly submit the details online on or before 31 July 2020.

01 July 2020

Sd/

Principal

Swami Vivekanand Secondary and Higher Secondary School, Pune

Dr. APJ Abdul Kalam Arts, Commerce and Science College, Nandurbar

NOTICE

Annual Social Gathering

All the students of the college are hereby informed that, the Annual Social Gathering of our college is to be held on 30-31 Dec.2020. Students who are interested to participate in the event should register their names to Dr. Vivek Patil, Co-Ordinator, Cultural Committee on or before 10 Dec.2020.

01 December 2020

Sd/

Principal

Dr.A.P.J. Abdul Kalam Arts, Commerce
and Science College, Nandurbar

**KavayitriBahinabai Chaudhari North Maharashtra University,
Jalgaon**

Department of English

Ph.D. Viva Voce NOTICE

The students in the department of English are hereby informed to attend the open defence of Ph.D. viva voce in the subject English of Mr. Umesh Baviskar, organized on 10 Oct.2020 at 11.00am in Hall No.306, Second Floor, Administrative Building of the University.

7 Oct.2020

Sd/-

Head, Dept. of English
KBCNMU, Jalgaon

b) Society Notice:

Khandesh Mandal Housing Society, Kalyan (East)

NOTICE

All members of Khandesh Mandal Housing Society are hereby informed that the payment of the second installment of maintenance charges is due on 31st August, 2020. Please pay before the due date to avoid late payment charges.

Please note that the amount of the same is Rs. 2500/-

20 August 2020

Mr. Deepak Patil

Secretary, Khandesh Mandal Housing Society.

c) Company or Industry Notice:

JAI KISAN AGRO INDUSTRIES PVT LTD., NASHIK

Notice

This is to inform that, the industry has organized its Annual Day Exhibition on 11 Nov.2020 from 9.00am to 6.00pm. The industry is going to launch its variety of Agro products. Kindly attend the same at the given venue.

Venue: Central Hall, Jai KisanAgro Industries Pvt.Ltd., Aurangabad Road, Nashik.

Dr. Sunil Raghavan
Executive Manager, Jain KisanAgro Industries.

d)Legal / Public Notice:

JALGAON MUNICIPAL CORPORATION, JALGAON

Notice

This is to inform to all that, this building has been the lawful property of Jalgaon Municipal Corporation, Jalgaon under Section-4(c) of the Corporation Act. No parking and trespassing are allowed here without due permission of the authorities.

Commissioner
Jalgaon Municipal Corporation, Jalgaon

d) Tender Notice

KavayitriBahinabai Chaudhari North Maharashtra University, Jalgaon

TENDER NOTICE

Tender No- KBCNMUJ/01/09/2020

Name of Work: Printing of Book prescribed for TYBA (CBCS pattern) entitled,
“Developing Communication Skills”

Cost of Tender Form: Rs.3500/- + ST

Date of Issue of Tender Forms: 04/09/2020 to 18/09/2020 At 5.30pm.

Name of Office Issuing and Receiving Tenders: Finance Section, KBCNMU,
Jalgaon

01 Sept.2020

Chief Finance Officer,
KBCNMU, Post Box No.80
Umavinagar, Jalgaon

Notices are mostly circulated among staff and employees of a school, college, university, industry, or a corporate house regarding meetings. Such meetings are called on for official or

business purpose with a guided agenda. In such cases, notices are circulated along with an accompanied agenda to let the members of the organization know about the topics of discussion during the meeting. Following is an example of such a notice.

Veer Savarkar Arts, Science and Commerce College, Bhagur Dist.: Nashik

Internal Quality Assurance Cell (IQAC)

NOTICE

All the Internal Quality Assurance Cell (IQAC) members of the College are hereby informed that, the first meeting of IQAC is organized on 12 Sept.2020 at 10.00am in the IQAC office. Kindly note that, the meeting will be held in presence of Hon'ble Secretary, Veer Savarkar College Trust.

AGENDA

1. To take feedback on the academic activities of the Academic Year 2019-20
2. To make planning for qualitative academic development for the Academic Year 2020-21
3. To prepare and submit Annual Quality Assurance Report (AQAR) for 2019-20 to NAAC
4. To start health club activities for staff and students on regular basis
5. Any other topic with the permission of the Chair

A) AGENDA

An agenda is usually a document with numbered points followed by a notice. It includes specific items which are to be serially and systematically considered during an official or business meeting. It is essential document prior to any official or business meeting. An agenda is a well-thought and accurately planned document having various topics of discussion during meetings. It helps in conducting meeting in a systematic order as per the points or items stated therein the agenda.

It limits irrelevant discussion and stops unnecessary talks and preserves continuity in discussion. Agenda helps the Chairman of the meeting to plan meeting as per the topics and also to properly lead the meeting.

Agenda is circulated along with the notice to the members of the association or organization to let them know the details of the discussion during the proposed meeting. It is prepared by the Secretary in consultation of the Chairman of the association or organization.

Following are some essential tips to draft an agenda of a meeting, if it is an annexure to any notice.

1. Name of any Association/Organization/ Unit/Group and the date of its circulation
2. Day, date, time, place or venue of meeting
3. The topics or items to be discussed during meeting
4. Previous/background information for circulation to the members, if any
5. Signature of Secretary

Generally, an agenda begins with the first common topic, i.e. Confirmation of minutes of the previous meeting and the last common topic or item is- Any other topic/discussion with the permission of the Chairman. The middle points or topics on agenda are arranged as per the order of importance. Sometimes, a few organizations while organizing their meetings set up a particular agenda with continuation of the previous meeting numbers, e.g. 10.1, 10.2,

10.3 (as the previous meeting number was- 9) etc. Along with meeting numbers on agenda, there is a practice of stating specific time for discussion for topics on the agenda. The specimen is given as follows.

- 10.00am: Confirmation of minutes of previous meeting
- 10.10am: Feedback on Academic Year 2019-20 academic activities
- 10.20am: Planning for qualitative academic development for the Academic Year 2020-21
- 10.30am: Preparation and submission of Annual Quality Assurance Report (AQAR) for 2019-20
to NAAC
- 10.35am: Starting of health club activities for staff and students on regular basis
- 10.45am: Date for next meeting
- 10.45am: Any other topic with the permission of the Chair

Specimen of Agenda of a Meeting:

Chhatrapati Shivaji Maharaj Vidya Prasarak Society, Kolhapur

Agenda for the First Meeting of the Board of Directors
of Society to be held on 25 August 2020
at 10.00am at Society House,
New Palace Road, Kolhapur.

- 1.01 Confirmation of the minutes of last meeting
- 1.02 Appointment of teaching and non-teaching staff for the Academic Year 2020-21
- 1.03 Appointment of Vice Principal, Hostel Rector, Coaches
- 1.04 Renovation of college canteen and NSS office
- 1.05 Plantation on college campus along compound wall
- 1.06 Purchase of LCD projectors
- 1.07 Date of next meeting
- 1.08 Any other topic with the permission of the Chairman

21 August 2020

Dr. Sambhajirao Kadam
Secretary

B) Minutes of Meeting

Minutes of a meeting means the record of official discussions held in the meeting and the record is maintained in a written documentary form. Minutes are generally written by the Secretary of an organization which holds or organizes the meeting. Minutes of a meeting is an official document which is considered as the authentic and has legal basis of the discussions held decisions taken during a meeting. Minutes are therefore the official records prepared on the discussions held during a meeting of the routine work of any organization.

Writing minutes requires a well-structured format. It has systematic development of points such as main points of discussion, decisions taken, conclusions made, appreciation and recommendations made, work and assignments made to carry out suggested or discussed tasks. Minutes record only the officially and formally accepted and agreed upon statements or decisions. No personal or individual feelings and emotions are recorded in minutes. In short, minutes are well-formed, concise, accurate, clear, and systematic document prepared for the

official use of any organization. Minutes are also termed as the short summary of the official and formal discussions held during the meetings held.

In preparing or drafting of minutes, the Secretary has to keep certain key aspects. He has to perform following duties-

- a. Formally welcoming the Chairman and the members present during the meeting.
- b. The Secretary announces the leave of absence granted to certain members who have conveyed their absence for the meeting.
- c. Seeking confirmation of the members present on the minutes of previous meeting and handing over the charge of the meeting to the Chairman.
- d. Carefully taking down notes on discussions and decisions, mentioning the names of the proposer and seconder of the proposals.
- e. Preparing of first draft of the minutes and finalizing it with the permission of the Chairman
- f. Circulation of the copy of minutes to the members after amendments, if any with the signature of the Chairman in the next meeting.

Minutes are generally drafted in orderly manner with the inclusion of following points or topics to make it a well-planned document.

- g. Name of organization or the agency holding a meeting
- h. Day, date, and place of the meeting
- i. The actual number of meeting organized in series of meetings
- j. Name of Chairman and Secretary of the meeting
- k. Names of present, absent members, special invitees
- l. Record of discussions, deliberations, decisions etc
- m. Signatures of both-the Secretary and the Chairman

Specimen of Minutes:

Chhatrapati Shivaji Maharaj Vidya Prasarak Society, Kolhapur

Minutes of the First Meeting of the Board of Directors of Society held on 25 August 2020 at 10.00am in the Society House, New Palace Road, Kolhapur.

Members Present: Dr. Vijayraje Bhosale (Chairman)
Prin.Dr. Raghunath Pawar (Member)
Dr. Vinayak Chaudhari (Member)
Prof. Jaywantrao Patil (Member)
Mrs. ShubhangiGhorpade (Member)
Mr. Vishwasrao Mohite (Member)
Mr. Rajendra Mahadik (Member)

Members Absent: Mr. Ravindra Sonawane (Member)
Mr. Vijay Mahale (Member)

1.01 Minutes of Previous Meeting:

The minutes of previous meeting held on 23 July 2020 were read out by the Secretary and were confirmed and signed by the Chairman

1.02 Appointment of teaching and non-teaching staff for the Academic Year 2020-21

The Principal of the College, Dr. Raghunath Pawar proposed appointments of four teaching and two non-teaching staff in the college for the academic year 2020-21. Dr. Jaywantrao Patil seconded the proposal of the college Principal and it was resolved that, an advertisement in newspaper be published for walk-in interview for filling in the posts on 11 Sept.2020.

1.03 Appointment of Vice Principal, Hostel Rector, Coaches:

A proposal on appointment of a Vice-Principal was unanimously accepted by the members and had decided to appoint, Dr. Sandeep Desale, the senior faculty as a Vice

Principal from the Academic Year 2020-21 to 2025-26, i.e. for five years with a special pay of Rs.2000/- per month.

Proposed by: Dr. Vinayak Chaudhari

Seconded by: Mrs. Shubhangi Ghorpade

1.04 Renovation of college canteen and NSS office

The proposal on the renovation of college canteen and the NSS office was accepted and it was decided that, tender notice be released by the end of the week for renovation of college canteen and NSS office.

Proposed by: Mrs. Shubhangi Ghorpade

Seconded by: Mr. Vishwasrao Mohite

1.05 Plantation on college campus along compound wall

To create more environment friendly campus, the proposal of tree-plantation along the side of the newly constructed compound wall was welcomed by the members and it was decided that, the plants especially of Neem be planted.

Proposed by: Dr. Vinayak Chaudhari

Seconded by: Prof. Jaywantrao Patil

1.06 Purchase of LCD projectors

The proposal on purchasing of 4 LCD projectors was accepted and the members agreed upon inviting quotations from the supplying agencies at the earliest by 10 Sept. 2020.

Proposed by: Dr. Vishwasrao Mohite

Seconded by: Mr. Rajendra Mahadik

1.07 Date of next meeting:

It was decided that, the next meeting of the management committee will be held on 5 October 2020 at 10.30am in the Society Office.

1.08 Any other topic with the permission of the Chairman

As there were no topics for discussion and consideration, the meeting ended with the vote of thanks extended by the Secretary to the Chairman.

Sd/-

Chairman,
Chhatrapati Shivaji Maharaj
Vidya Prasarak Society, Kolhapur

EXERCISES:

1. Draft a notice to be displayed on the college notice board about organization of a seven-day NSS winter camp to be organized in a village.
2. You are a Secretary of the Literary Circle of your college, draft a notice for students for their participation in poetry recitation competition to be held on 30 Sept. 2020.
3. As a Secretary of Laxmi Housing Society, Shahada, draft a notice inviting the residents to attend a meeting regarding the organization of Ganesh Festival in the premises.
4. Prepare an agenda for the meeting organized on occasion of Ganesh Festival.
5. Draft an agenda of the meeting organized by Dept. of Hindi for celebration of Hindi Saptah (week).
6. Draft a notice and the agenda of the third meeting of Management Committee of Chhatrapati Shivaji Maharaj Vidya Prasarak Society, Kolhapur to be held on 5 October 2020 at 10.30am in the Society Office.
7. Draft the minutes of the above meeting.
8. Being a Secretary of Alumni Association prepare the agenda for its annual meeting and also prepare the minutes of the meeting.

9. Draft a notice, agenda, and minutes of a meeting organized by the Sports Club of your College.
10. Prepare a notice that your college has planned to observe a holiday on occasion of Raksha Bandhan.
11. The Students Council of your college has its first meeting on 21 Sept.2020 at 9.30am; prepare a notice and agenda by including some student related activities.
12. Prepare minutes of the above Student Council Meeting.

References:

1. Christopher Turk and John Kirkman. Effective Writing-Improving Scientific, Technical, and Business Communication IInd Edition. New York: SPON Press, 2003. Print.
2. Kulkarni R.A. A Handbook of Communication Skills in English. Kolhapur: PhadkePrakashan, 2001.Print.
3. Murphy, Herta et al. Effective Business Communication 7th Edition. New York: Tata McGraw Hill.2008. Print.
4. V.Shyamala, Effective Communication for You. Chennai: Emerald Publishers. 2010.Print.

III) Advertisement Writing

Today, it is impossible to believe anyone for not having influenced by any advertisement (or Ad) while buying any products from the market. It has become an integral part of everyone's life. In the world of globalization, trade and commerce have brought inevitable challenges and opportunities to both the producers and the consumers. The essential commodities are made popular through branding and registered trademarks. Every product in the market has its story which is presented through the advertisement emphasizing the qualities.

For business industry, advertisement is far necessary to promote and sell their products. It is but natural in the competitive world that a product needs an attractive and effective launching. Such launching is done through catchy, attractive, persuasive, practical, persistent, and feasible manner to the customers. In the business world outside, there has been a cut throat competition among the companies to promote, launch, highlight, and advertise their products more consistently and impressively. The market value of any product today is no doubt depends on the advertise of the product and its impression on the customers. The more attractive and innovative the ad is the better is the increase in its number of the customers to buy it.

John F. Kennedy then said, advertisement means, "a salesmanship in print"; now, the definition has got extended in this digital and multimedia era with more powerful means and media for extension and outreach. An advertisement basically tries to invite and connect new customers, increase in the use of products, extending of more facilities to the existing customers. It serves the purpose in offering new customers the comparative qualities than other brands in the market.

In the earlier decades, newspapers or the print media were the common sources of advertisements. Now, the source is shifted to the electronic media such as television, radio, internet, social sites like Facebook, YouTube, email servers, mobile apps etc. These multimedia platforms have become the most common sources of advertisements today.

An advertisement, thus, is a kind of public notice (formally and informally delivered) asking for or offering facilities, services of buying and selling of property, products, goods, merchandise etc.,

There are two major types of advertisements-

- A) Classified
- B) Commercial

Let's study the form and features of classified and commercial advertisements

A) Classified Advertisements

These advertisements normally appear in the columns of newspapers and magazines, pamphlets; they are about sale of property, plots, houses, estates, matrimony, packages etc.

Classified Advertisement are drafted with the following points

- a) It is in factual language, having no designs or any specific layout.
- b) It is written or drafted in a simple, formal and to the point
- c) It is comprehensive in presentation
- d) They are short, having a compact format with word limit up to 50 words
- e) It has proper and suitable headings or the keys line at the top, e.g., For Sale, To Let, SALE etc.
- f) It needs details in points making the message clear
- g) It includes contact address, name and mobile/telephone number/email IDs.
- h) The ads are normally put in the box shape

Types or Kinds of Classified Advertisements

- a. Wanted for accommodation
- b. Educational ads, recruitments, admissions, situation vacant/wanted etc.
- c. Persons, things, valuables lost and found
- d. Matrimonial (bride -bridegroom)
- e. Jobs, placements, offers, services
- f. Property sale, purchase
- g. To Let/ On Hire/For sale
- h. Packages-Travels and Tours, Field trips etc
- i. Tuitions, Classes, Gym etc

Examples of Classified Ads:



Classified Ads in Newspapers Matrimonial Ads in The Times of India

FOR SALE	SITUATION VACANT
Maruti Suzuki Zen is available for sale, 900 Cc, New Tyres, Scratch less body, insured with all required documents, inbuilt music system, run 15000 kms, single handed, mint condition for Rs. 1 lac only, interested buyers may contact Mr. Ravi @ 92xxxxxxx Or meet personally after 5 o'clock in the evening.	Delhi Public School, Panipat requires PGTs, TGTs, PRTs for it upcoming session 2018-19, candidates should have good command on the subject, excellent communication skills, pleasing personality, sanguine approach to teach students, essential qualification required for the post, walk-in-interview on 17th April at 317-R, Model Town, Panipat (Haryana) -123456 Contact : 999xxxxxxx, 932xxxxxxx, 983xxxxxxx

Ad in Newspaper- For Sale Ad related to Jobs/ Vacancy in Jobs

LOST AND FOUND	TOURS AND TRAVELS
Lost my American Tourister Bag while travelling to Jaipur, black coloured bag, contains Driving licence, PAN card, Rs. 3000 cash, head phones and many other important things, if found please contact Mr. Ravi (987xxxxxxx) or submit it to your nearest police station. FOUNDER WILL BE REWARDED WITH RS. 5000	Trivago offers packages to shimla, kullu - manali, jammu & kashmir at very reasonable price, free sight seeing, free pick and drop, stay at 3 star hotel, free car parking space, with many more attractive offers, for more details call 1800 1 4 0 2 3 4 5

Classified ad on Lost and Found things Ad on Tour and Travel packages

B) Commercial Advertisements:

Commercial or Display Advertisements are prepared or drafted for commercial purpose. Commercial advertises are quite common for business industry and other manufacturing units. The purpose of the advertisers is purely of the growth of business in terms of the sale of products at a larger scale. Such advertises are mostly attractive, catchy with pictures, visuals, having punch lines, phrases, short expressions, slogans, etc. These ads require more space and are fully commercial in form and its design.

Following are some of the key features of commercial advertises.

- a) It has clear and precise details of the product advertised.
- b) Informal and colloquial use of language
- c) Use of figurative language especially-alliteration, pun, simile, parallelism, and metaphors
- d) At bottom or the corners of the box the details such as name, contact number and address of the advertiser or the agency are given.
- e) It has catchy captions, heading or sub-headings and are made attractive in the background
- f) Use of unusual or stylish words or crisp sentences
- g) Language tone appears jocular and much use of grammar abbreviations
- h) The ads appear in a big box or a square.
- i) Attractive perks like special offers, discounts are sometimes announced.
- j) Proper setting up of fonts in different colours and sizes, capitals/small/cursive/bold etc.
- k) Adding of catchy slogans, witty expressions, cartoons, superhuman pictures or sketches.
- l) Frequent use of imperatives, select words used which bring ideas to reader's mind.

Types or Kinds of Classified Advertisements

- a. Sale of electronic good/products such as TV, Computer, Mobile Phone, Washing Machine et
- b. Ads of Steel, Cement, building materials
- c. Sale of automobiles like-bikes, cars, and bicycles
- d. Fertilizers and agriculture products
- e. Machines- sewing, auto parts, electronic appliances
- f. Ads on TV, Newspapers about commodities and cosmetics
- g. Milk products, soaps, detergents etc.

Examples of Commercial Advertisements:



Commercial Ad of a steel product with word-play Commercial Ad of a Cement Product: Catchy and proportionate



Advertisement on automobiles- unused products Commercial Ad of a food product with catchy expression



Commercial health product with metaphorical expression Ad of a product with an emotional appeal

Exercises:

1. Draft or prepare classified advertises on the following.

- a) You wish to sale your Swift Desire car 2012 model in good condition
- b) You have lost your bag full of documents and laptop in a bus journey from Jalgaon to Pune
- c) You are a Principal of Aryan Public School, Bhusawal and announces admissions open form Jr.KG to 9th Standard
- d) As a Secretary of Aaradhana Secondary School you wish to invite applications for recruitment of 3 TGT posts on non-grant basis.
- e) You are a bachelor and wish a bride/bridegroom with certain specifications like-education, family background, skills etc.
- f) Jobs available for eligible graduates with desirable salary in Bharat Agro Products, Chalisgaon.
- g) Available for sale a well-furnished, 2 BHK, 7th Floor, Corner Gallery Flat, Near Hinjewadi Bus Stop, Pune.
- h) To let- 1 / 2 rooms, airy, separately attached bathrooms for girl students near Vivekanand Classes, Jalgaon, contact person- Mrs. Mohini Varma-95XXXXXXXX
- i) Packages available for Travels and Tours/ Field trips with attractive summer offers-Contact- Honey Travels, Nashik

2. Draft or prepare classified advertises on the following products.

- a) One of the brand cars from- e.g. Hyundai, Ford, Maruti, Tata, Toyota etc motors
- b) On the sale of TV or home theatre products, e.g. Samsung, Sony, Panasonic, Videocon, LG, etc.
- c) Biscuits and bakery products
- d) Fast Food of top brands- e.g. Amul, McDonalds, Zomato, Domino's, etc.
- e) Building materials- Steel, Cement, Water Tanks, Flooring/ tiles etc
- f) Cosmetics, soaps, detergents, shampoo, face powder, beauty cream, lip stick etc

References:

1. Kulkarni R.A. A Handbook of Communication Skills in English. Kolhapur: Padre Prakashan, 2001.Print.
 2. Sharma, Sangita and Binod Mishra. Communication Skills for Engineers and Scientists. New Delhi: PHI Learning. 2009.Print.
 3. V.Shyamala, Effective Communication for You. Chennai: Emerald Publishers. 2010.Print.
 4. <https://www.google.com/search?q=examples+of+classified+advertises&client=firefox-a&rls=org.mozilla:en-US:official&channel>
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UNIT 2. COMPREHENSION AND WRITING SKILLS

I) Summarization

Summarizing is one of the language skills. In today's society it creates a premium place. Summarization means being able to get to the point. There are many examples in daily life, workplaces, family and social life that call for summarizing. Summarizing skill is useful in written as well as spoken form. Business people want to know the "bottom line", doctors must summarize a condition of patient and course of treatment, attorneys can win cases with good summaries, and newscasters summarize the day's events. One appreciates

the friend who gives us a good summary of the movie that one is thinking of watching. Anything in life can be summarized: a class lecture, an essay, a news article, a movie or filmstrip, an historic event, a scientific process, a short story, or even a varsity basketball game.

Summarizing is the skill that requires reprocessing information and expressing it in one's own words. It enhances one's comprehension as it requires active reading and listening. It also leads to long term mastery of information as one goes beyond simply understanding to being able to express that understanding. Summarizing is a technique used to obtain the essential part of an original source.

Features of summarization:

- i. A summary contains only the main and the supporting ideas of a passage, it gives an overview of the complete meaning of the text.
- ii. A summary is always shorter than the original text.
- iii. A summary is an overview, in the reader/listener's words, of the most important information from reading, lectures, or multi-media sources.
- iv. A summary is based primarily on main ideas.
- v. Summary may be used to understand the main points and structure of the author's argument, to convey understanding to others, to present background information quickly, or to refer to another writer's ideas in the course of making one's own statement/s.
- vi. Summarizer looks for the most compact restatement.

Summarizing Skills:

Summarizing requires the application of good, basic writing techniques. In order to write a summary, one must first identify the main ideas. Begin paragraphs with topic sentences and write in complete sentences. Transitional words are useful for connecting ideas in a summary.

A summary is a short retelling of a longer written passage, containing the author's most important ideas. Summarizing helps improve both reading and writing skills. To summarize, read/listen a passage closely, find the main ideas and supporting ideas. Then briefly write down those ideas in a few sentences or a paragraph. If one looks over the whole text too rapidly, however, one may overlook important parts. Good summary writing, therefore, requires careful attention to the meaning and shape of the entire text. To highlight the essentials of another writer's idea rather than to provide a complete and detailed restatement is the purpose of summary writing. A summary will help to understand the major direction, the main points, and the overall shape of the original text. It restates the essence of the original in as few words as possible, but not necessarily in different words. In writing a summary, one must use own words or mark the use of the author's words with quotation marks. In all cases, the summary must be written in readable language that reflects the essential meaning of the original text.

To rewrite a longer piece in short/ summarize, first understand the text. Begin by reading/listening the text carefully, making sure to comprehend the full meaning. If there are words one does not know, look them up. If some sentences are confusing, paraphrase them. Identify the main ideas and determine how the less important material relates to those main ideas. After comprehending the text, decide which parts are to be included in the summary and which are to be left out. Of course, how much material one selects depends on of what length the summary should be and for what purpose the summary is being used. However, unless one has a more specific ratio in mind, try to summarize the text about one-fifth to one-quarter of the length of the original text.

The key to writing an effective summary is combining the material into concise, coherent sentences and paragraphs. If the sentences are carelessly formed, not only will the summary be unreadable, but will also lose the connection among the pieces of information in the summary. On the other hand, carefully written sentences can help to show how the separate facts and ideas fit together to build the meaning of the whole. Thoughtful word choice and sentence structure can help to reduce a summary by half with no loss of information, ideas, or clarity.

In writing a summary, one focuses on the most important statements from the original passage and eliminates the less important material. Three techniques play a vital role in summarizing selection and deletion, note taking, and miniaturizing. These three methods overlap somewhat. A good summary takes into account all three methods, and in practice, people switch back and forth among them.

Step 1- Selection and Deletion:

As a summary moves quickly through the main points of the original, focus on the most important ideas and details and leave out less important material.

To write summary,

- a) Identify important material by underlining, circling, or highlighting it, and can eliminate less important material by deleting it, crossing it out.
- b) Look for key words to identify those that express substantial »»information or make major statements.
- c) Ask, “What is central here? What is the author's specific »»point? What statements draw the whole piece together?”
- d) Cross out digressions, repetitions, nonessential background »»information, extended examples, interest-provoking anecdotes, and other minor supporting details.

Thus, by selection and deletion, make the most important material emerge, and push the less important to the background. This method of choosing material works best where there are direct statements of main ideas, accompanied by much detailed elaboration, wordy examples, digressions, or other clearly less important material.

Step 2- Note Taking:

Taking notes on the key ideas for each of the sections of the original text reveals the logic of ideas in the whole piece and the connections among them. As one writes down the key idea for each paragraph, one will be concerned more with large chunks of meaning than with specific details. When one looks over the notes, may notice that each paragraph has its own meaning, which is related to the meaning of the paragraph before or after it. The whole piece will appear to be a series of ideas, one following another.

Step 3- Miniaturizing:

As one reads the original, pay attention to the various parts of the structure: the order of ideas, their relative lengths, and their relationships. In a relative sense all the parts remain the same; only the scale changes. Notice the shape, flow, and overall impression of the original passage so miniature version of it can be created in summary. As in the note-taking method, one should jot down the main ideas and key statements of the original, but try to keep the size of notes in rough proportion to the size of the original. Follow the logic of one idea flowing from another, and recreate the transitions and structure of the original. When the arrangement, logical development, and balance of parts of the original are important, miniaturizing will help to retain the overall meaning and impression. Generally, this method is most appropriate for more complex and subtly argued originals, whose parts fit together in unusual ways or in ways that are difficult to follow.

Having selected the material to include in summary, decide whether the summary will be informative or descriptive. There are two types of summaries, discussed below.

Informative and Descriptive Summaries:

Informative summaries adopt the tone of the original full text, simply presenting the information it contains in shorter form. Descriptive summaries adopt a more distant perspective, describing the original text rather than directly presenting the information it contains. Note that the informative summary does not mention the author or title of the piece but rather gets right down to the content. Thus, it can present more information, more compactly and more precisely. To convey the content of a source, informative summaries are preferable to descriptive summaries.

On the other hand, descriptive summaries give a more complete picture of the structure of the original. They also establish a certain distance between the writer of the summary and the writer of the original piece. This sense of objectivity is useful whenever the summarized material is to be analyzed, evaluated, or otherwise discussed. For critical or evaluative purposes, descriptive summaries are preferable, hence, descriptive summaries should be used in book reviews, in essays of analysis, and in other essays discussing a text.

Here are some helpful tips in writing a summary:

- a) Read the text carefully until the meaning or main idea of the passage is clear.
- b) Choose material for the summary; include all the important information given in the source text. It is very important that the summary should not misrepresent the author's argument.
- c) Start by finding the main topic of the summary, the main purpose of the author.
- d) Decide whether the summary will be informative or descriptive.
- e) Rewrite the material in concise, coherent sentences and paragraphs. For the purpose, put the original text away to discourage any similarities between the summary and the source.
- f) Use examples when it is really necessary.
- g) Use own words/language.
- h) Be concise. Summary should be an average of 15-20% of the total length of the source text Use only the central points of the source, anything that is not relevant to the main point should not be considered. It helps to use a highlighter or red pen to indicate the most important points of the article.
- i) Edit the summary by deleting extraneous descriptors, details, and examples.
- j) Avoid being repetitive.
- k) Maintain coherence and cohesion in summary.
- l) Combine clauses and understand the different lexical, semantic, and grammar choices.
- m) Avoid personal comments and opinions.
- n) Reread the original work to ensure that you have accurately »»represented the main ideas in summary.

Example - 1

Unfortunately, many people don't take notes effectively. Some try to write down everything a speaker says. They view note taking as a race, pitting their handwriting agility against the speaker's rate of speech. As the speaker starts to talk, the note taker starts to write. But soon the speaker is winning the race. In a desperate effort to keep up, the note taker slips into a scribbled writing style with incomplete sentences and abbreviated words. Even this is not enough. The speaker pulls so far ahead that the note taker can never catch up. Finally, the note taker concedes defeat and spends the rest of the speech grumbling in frustration.

Sample Summary:

Ineffective note taking becomes a problem during a speech. Often it leads to confusion and writing verbatim what the speaker is stating. This may result in a lack of sufficient information recorded on page.

Example - 2

“The Northern Lights”

There are times when the night sky glows with bands of colour. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

Sample Summary:

The Aurora Borealis, or Northern Lights, are bands of colour in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

Example- 3.

“For most people, writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonizing experience, which doesn't necessarily get easier with the passage of time and the accumulation of experience. For this reason, you need to reflect upon and analyze your own reactions to the task of writing. That is to say, the task will become more manageable if you learn how to cope with your own particular ways avoiding putting off the moment when you must put pen to paper.”

Sample Summary-

Inexperienced and even skilled writers can feel a great deal of anguish when faced with writing tasks; however, this response can be managed by recognizing and coping with personal avoidance strategies.

II) Reading Comprehension

Reading is a skill which is commonly taken for granted, but the act of reading and properly comprehending a text is a complex and interactive process. It requires several different brain functions to work together. It often aims at finding multiple layers of context and meaning of a text. Even though learning how to properly read and comprehend texts is a complicated process, it is a necessary skill to master, both for work and for pleasure.

Comprehension simply means “understanding”. To comprehend is to understand. It is also known as the “power to understand”. It is a process of accessing the writer or speaker’s thoughts from a written or spoken text. This means, there can be listening comprehension as well as reading comprehension. Nanewotor and Abiona explain comprehension as “the art of reading, understanding, and answering questions on a given passage”. It should be noted that comprehension goes beyond just the ability to answer questions on a spoken or written passage correctly.

Reading comprehension is the understanding of what a particular text means and the ideas the author is attempting to convey, both textual/surface and sub textual/implicit. In order to read and comprehend a text, the reader must understand the literal words of the piece, as well their relationship with one another, the context behind the words, the emotion that language and vocabulary convey. Thus, ‘Comprehension’ is: the ability to process text, understand its meaning, and to integrate it with what the knowledge one already has.

Following are the basic skills required in reading comprehension are

- a) knowing meaning of words,
- b) ability to understand meaning of a word from discourse context,
- c) ability to follow organization of passage and to identify »»antecedents and references in it,
- d) ability to draw inferences from a passage about its contents,

- e) ability to identify the main thought of a passage,
- f) ability to answer questions answered in a passage,
- g) ability to recognize the literary devices or propositional »»structures used in a passage and determine its tone,
- h) to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and
- i) ability to determine writer's purpose, intent and point of »view, and draw inferences about the writer.

Here, comprehension mainly means 'Reading Comprehension'. In reading comprehension, a text, usually a paragraph (seen or unseen) is given, which is followed by questions. Students are expected to read the passage closely and answer the questions given below the passage. One may follow following stages to start attempting questions based on comprehension:

Do not use 'special' reading techniques. Read with normal speed (neither too slow nor too fast).

- a) Read through the entire passage and the questions before answering questions.
- b) Identify the main idea, topic and supporting details in a passage.
- c) Search for the answers.
- d) Answer the question in own words

There are six major kinds of reading questions given below the passage. Each type of question tests a different skill, hence needs to be attempted accordingly.

- a) Main Idea– Questions that ask for the central thought or significance of the passage.
- b) Specific Details – Questions that asks for explicitly stated ideas.
- c) Drawing Inferences – Questions that ask for a statement's intended meaning.
- d) Tone or Attitude – Questions that test the ability to sense the »»emotional state of the author.
- e) Context Meaning – Questions that ask for the meaning of a »»word depending on the context.
- f) Technique – Questions that ask for the method of organization »»or the writing style of the author.

Specimen of Comprehension:

Passage -1

Opera refers to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics. By contrast, in musical theatre an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theatre such as scenery, costumes, and acting. However, the words of the opera, or libretto, are sung rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.

Questions:

1. What does the opera refer to?

Ans: Opera refers to the dramatic art

2.How the emotional content is conveyed in opera?

Ans: The emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics.

3.What are the primary elements of the theatre?

Ans: The primary elements of the theatre are scenery, costumes, and acting.

4. What is the difference between theatre and opera?

Ans: The theatre has actor's dramatic performance while an opera is about musical performance.

5. How are the words in opera uttered?

Ans: The words of the opera, or libretto, are sung rather than spoken.

6. Suggest a suitable title to the passage?

Ans: An Opera: A dramatic Art

Exercises for Practice :

Passage-1

Born on Jan 12, 1863 in an affluent Bengali family, Narendra Nathan Datta was a precocious child who was what we call nowadays, an all-rounder, excelling in music, studies and athletics. His father Vishwanath Datta was a well-known attorney. However, he took the spiritual route instead and introduced Hinduism to the world in 1893 when he spoke at the World's Parliament of Religion (probably one of the most epic things any Indian has done abroad!).

The historic speech was given on September 11, 1893 by Swami Vivekananda. Here's the full text of his opening and closing address: Sisters and Brothers of America,

It fills my heart with joy unspeakable to rise in response to the warm and cordial welcome which you have given us. I thank you in the name of the most ancient order of monks in the world; I thank you in the name of the mother of religions, and I thank you in the name of millions and millions of Hindu people of all classes and sects.

My thanks, also, to some of the speakers on this platform who, referring to the delegates from the Orient, have told you that these men from far-off nations may well claim the honor of bearing to different lands the idea of toleration. I am proud to belong to a religion which has taught the world both tolerance and universal acceptance.

We believe not only in universal toleration, but we accept all religions as true. I am proud to belong to a nation which has sheltered the persecuted and the refugees of all religions and all nations of the earth. I am proud to tell you that we have gathered in our bosom the purest remnant of the Israelites, who came to Southern India and took refuge with us in the very year in which their holy temple was shattered to pieces by Roman tyranny. I am proud to belong to the religion which has sheltered and is still fostering the remnant of the grand Zoroastrian nation. I will quote to you, brethren, a few lines from a hymn which I remember to have repeated from my earliest boyhood, which is every day repeated by millions of human beings: "As the different streams having their sources in different paths which men take through different tendencies, various though they appear, crooked or straight, all lead to Thee."

The present convention, which is one of the most august assemblies ever held, is in itself a vindication, a declaration to the world of the wonderful doctrine preached in the Gita: "Whosoever comes to me, through whatsoever form, I reach him; all men are struggling through paths which in the end lead to me." Sectarianism, bigotry, and its horrible descendant, fanaticism, have long possessed this beautiful earth.

Questions:

1. What was Vishwanath Datta's profession?
2. Who spoke at the World's Parliament of Religion?
3. Give the opposite of the word "Occident" from the second passage of the speech.
4. In the phrase: "all lead to Thee", to whom does the word 'Thee' refer?
5. In the phrase: "I am proud to belong to a nation" – what nation is the speaker referring to?
6. Suggest a suitable title to the passage.

Passage -2

"I Have a Dream" is a public speech delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he calls for an end to racism in the United States and called for civil and economic rights. Delivered to over 250,000 civil rights supporters from the steps of the Lincoln Memorial in Washington, D.C., the speech was a defining moment of the civil rights movement.

Beginning with a reference to the Emancipation Proclamation, which freed millions of slaves in 1863, King observes that: "one hundred years later, the Negro still is not free". Toward the end of the speech, King departed from his prepared text for a partly improvised peroration on the theme "I have a dream", prompted by Mahalia Jackson's cry: "Tell them about the dream, Martin!" In this part of the speech, which most excited the listeners and has now become its most famous, King described his dreams of freedom and equality arising from a land of slavery and hatred. Jon Meacham writes that, "With a single phrase, Martin Luther King Jr. joined Jefferson and Lincoln in the ranks of men who've shaped modern America". The speech was ranked the top American speech of the 20th century in a 1999 poll of scholars of public address.

Questions:

1. What issues does Martin Luther King's speech address?
2. What pushes King to speak: "I have a dream"?
3. From the last paragraph, give one word for "to leave"
4. What is the name of Martin Luther King's famous speech.
5. In front of whom does King speak?

Passage- 3

The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skillful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time-consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.

Before beginning to write, the writer must ask himself a few questions – Why am I writing? What is it that I intend to share with others? What purpose will my writing serve? Have I read enough about the topic or theme about which I am going to write? If one is hesitant to answer even one of the aforementioned questions, one better not write at all! Because academic writing is a serious activity – it makes one part of a shared community of readers and writers who wish to disseminate and learn from well-argued pieces of writing.

The structure of an argumentative essay should take the form of – Introduction (which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten per cent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re-state the argument and offer a substantial ending to the piece.

Questions:

1. What is academic writing?
2. Why is reading an important part of writing?
3. Why should one ask oneself the questions mentioned in the second passage?
4. What are the components of the structure of an argumentative essay?
5. What should the end give?

III. Expansion of Idea

Introduction-

Ideas are the production of human mind. However, these ideas are not always personal. In the course of life experiences motivate and inspire a human being in order to understand the meaning of life and how to live life. In this sense, idea is the essence of wisdom, experience of life and understanding of people. Our wise forefathers have presented their wisdom in the form of proverbs which carry on the same for next generations.

Need of expansion of idea-

We need expansion of idea to expose the thoughts, principle, wisdom, worldly cleverness connotated through it. Expansion of idea is necessary to inculcate and disseminate the age-old knowledge and wisdom to the younger generation can internalize it and lead quality life. Expansion of idea is also essential for inculcating values in the readers. Moreover, the activity of expansion of idea invites a person to think. This thinking is not singular or limited as such. Rather it gives practice of imagining the idea as creative and critical level as well as philosophical and material level.

Qualities required for expansion of idea-

As it is mentioned above, idea expansion is not merely an activity of writing creatively, it is basically an activity of thinking creatively. Ideas that have been being told to us are coined by our predecessors and contemporary thinkers. Although the ideas are based on some ancient thoughts, containing the experiences of a particular time and manner of a particular region, they need to be understood in universal context. Therefore, for expansion of idea thinking critically and writing creatively is the primary requirement. Expansion of idea also needs practice of using precise language and appropriate words because unlike essay writing, expansion of idea is very precise, brief, clear and coherent writing. The writer expanding idea has to avoid digression, loose sentence structures and irrelevant matter. Just as a proverb or an idea is condensed and concentrated in its form, the expansion of it too needs to be precise and coherent to achieve its impact on the mind of readers.

Stages in expansion of idea-

For expanding idea or proverb, one can follow the given stages-

1. Try to understand the meaning of a proverb or an idea to be expanded-

For instance, 'All that glitters is not gold'. This proverb does not talk about precious metal, gold. Rather it talks about pretensions that always attract people. If one gets the correct meaning of the idea, one can think over it in proper direction and can expand it effectively. Very often, the meaning of an idea or a proverb needs reading between the line, the hidden meaning needs to be focused at.

2. Supernumerary meaning of idea-

The very activity of expansion of idea demands explaining the hidden meaning of the idea in the writer's words. Therefore, the one who is expanding the idea, has to use his/her words. This substitution of meaning can be in the form of explanation, elaboration of the idea but it is to be done in equally concentrated form. For instance, 'A stitch in time saves nine' is highly symbolic idea. The writer will first explain the meaning of this idea and will use examples to elaborate on it.

3. Use of illustration, anecdote, example, story etc.-

Giving explanation of an idea may not communicate the idea to a reader effectively and completely. The writer has to give an example or convey a story to expose the idea in detail. For example, 'Nature, the best teacher'. Along with discussion of Nature, if the writer sights few examples of Nature's generosity to man, the idea could be better understood by the readers.

4. Summing up/ concluding the idea-

After explaining, illustrating the idea, the writer needs to sum it up by relating it to contemporary times and issues so that the readers will find it relevant. For example, 'cleanliness is next to Godliness'. The writer of this idea can sum up the explanation in context of present Corona situation saying that cleanliness is need of the time and if illustrated in the context of daily healthy practises, is appeals to lay man effectively.

5. Idea needs to be related to contemporary situation at universal level-

Most of the ideas and proverbs have universal significance and this universality has the frill of time element. Proverbs or ideas, being the core wisdom of life, go beyond the boundaries of time and geographical borders. Therefore, while explaining the ideas, a writer needs to be creative and thoughtful. His creativity will help him to perceive the idea at individual level and present it at universal level. For instance, 'cut your coat according to your cloth' will not be delimited only to those who wear coat. Rather it will be applicable to all those who wear clothes. The writer will try to explain that literal meaning will not be the only meaning here. Here the word 'cloth' is highly symbolic. It does not denote the object 'cloth'. At broader level, it denotes- try to live according to your condition.

Format for expansion of idea-

Expansion of idea being creative and reflective activity, does not follow any strict format or pattern as such. But following can be structure for expansion of idea-

1. Elaboration/ Explanation/ Illustration of the idea should not exceed than 250-300 words
2. The development of expansion should be- explanation of the hidden meaning of the proverb/idea, illustration through anecdote, example, short story etc. Its contemporary relevance/ significance and summing up.
3. No need of division in sub topics
4. A continuous write up in paragraph form is sufficient
5. The idea/ proverb expanded in the write up will itself be the title of the paragraph.

Expansion of idea- Specimen

Health is Wealth

Wealth is counted in terms of money, assets and valuable objects. Since the day we aspire to live happy life, we think wealth as the only medium of bringing happiness in life. We make all efforts to earn more and more money assuming that all happiness and amenities of life could be bought with the help of money. We do all efforts to utilize our time in earning money by putting at stake even our health. For example, we skip food while chasing our work, eat fast food to save time, do late night work, skip exercise, have excessive intake of tea and coffee etc. such practices affect our health and we have to face many health problems. Although we have lot of money, we realize that we cannot buy health by spending money. Then we realize that health is real wealth. People recklessly run after riches in life and fail to realize what they earn and what they lose in the course of time. In the cutthroat competition of earning material wealth, people neglect natural wealth of health conferred on man by nature. We usually overburden ourselves with the feeling that money is the only confidence we need in the situation of crisis. We conveniently forget the knowledge given to us during school days- 'health is wealth', 'healthy body possesses healthy mind', 'health is lost everything is lost'. One can buy pain killers with money, but one cannot remove pain from body, one can buy sedatives with the help of money but one cannot buy peace of mind. To enjoy all this, we need healthy body. Therefore, health is real wealth. Healthy practices keep our physical health and mental health safe because mental health is equally important for enjoying physical health. In the present Corona crisis, we have once again realized that health is real wealth.

Exercises –

Expand the following ideas in your own words

1. Honesty is the best policy
2. Knowledge is power
3. Experience is the best teacher
4. An apple a day keeps the doctor away
5. Manners maketh a man
6. Cut your coat according to your cloth
7. One good turn deserves another
8. As you sow, so shall you reap
9. Success is not built in a day
10. All that glitters is not gold
11. Rome is not built in a day
12. A little learning is a dangerous thing
13. Example is better than precept
14. A friend in need is a friend indeed
15. Slow and steady wins the race
16. A stitch in a time saves nine
17. Action speaks louder than words
18. Practice makes man perfect
19. God helps those who help themselves
20. Nature, the best teacher
21. Laughter is the best medicine
22. The fruits of labour are sweeter than the gifts of fortune
23. Work is worship
24. Justice delayed is justice denied
25. A clumsy workman blames his tools.

IV-Story Building

It is said that one who wants to be a good communicator must be a good story teller. Writing story is a creative art. One can achieve it by practicing it. To write a story in initial phase on the basis of pure imagination is not an easy task. The writing exercise story building helps a learner slowly and gradually improves the writing skills.

The general idea of story building is known to all, that one has to use the points provided for the story or just to link the given lines with the fillers like conjunctions, articles, prepositions and linking phrases. One must keep in mind that doing so at high school level is fine but at the higher level of education one has to show variety of writing skills while linking to provided material. Only linking is not enough rather adding life to the given stuff is essential. For that the story builder has to follow certain framework like proper start a smooth flow in between and apt ending of the story.

Following techniques are helpful while building a story:

1) Opening of Story: Not necessary one should open with a provided line or point. One can use one's imagination and can give interesting opening to the story, which will hold the reader and compel him to read the story.

2) Second Opener: As in cricket both the opening batsmen are important, the second opener in the story is also important. It can be the progressive plot of the story or an introduction to the leading character and some of his features as a character.

3) Straight forward / Flashback technique: The writer of the story can write in a straight forward way if the given points need a sequence to be followed or else the writer can go for flashback technique which creates more interest in the minds of the readers.

4) Curiosity building: To hold the audience throughout a story, an element of curiosity can be added which will work as a climax element and keep the audience in the story.

5) Apt Ending: Ending of the story should be apt and convincing. If the writer has good command over the language and its various assets as figures of Speech, proverbs, famous quotations and line of a poems it can be used if applicable and suitable to the end.

Example Specimen-1

Build a story with the help of the following points:

Matthews-----Student-----final year-----lack of time management-----no punctuality----- always late to class----- misses first lecture----- scolded by everyone-----pampered child----- arguments with parents----- friends irritated ----- suggestion----- no change ----- accepted as attitude----- final exams----- late as always ----- bike fails----- no bus-----no help----- reaches late----- not allowed----- cries----- year wasted.

A Habit

There was a boy named Matthews. He was a tall young and handsome young man of 20s. He was the student of final year commerce. He had many positive sides in his personality except one loophole and that was his low skills in time management. He had no punctuality in his behaviours. He used to get late for every meeting, party and function. He was always late for the classes and missing the first lecture every day in college was his identity. Everyone in the college scolded him for that. As he was the pampered child he always had arguments with the parents who too scolded him for his delay in everything. All his best friends were also irritated with his behaviour. Everyone gave him good suggestions but there was no change in his behaviour. Matthews nowhere felt it wrong because he had accepted it as his attitude. It was the month of April and Matthews had his final exams, as always he woke up late and got late for the departure shortly he found that his bike has a problem and he left it his bike on the road. He waited for a bus there but as he took a short cut due to delay there was no bus or other vehicle available to travel. There was no one to help him, he felt like crying and started running madly. To his relief, he heard a sound of bike and requested a lift. All this mess took almost an hour and he reached late for the exam and not allowed for the exam. It was his final year and there was no option of ATKT or carry forward and he realized with the tearful eyes that he has lost one year due to his own mistake.

Example Specimen-2

Build a story with the help of the following points:

Time of Covid-19-----all the world-----guidelines-----safety precautions----- James-----casual approach ----- athlete-----overconfidence----- no care----- symptoms----- ignorance----- severe breathing problem----- admitted-----family suffers----- all positive----- month-----things normal-----loses savings----- repentance.

Confidence Vs. Overconfidence

It was the time of Covid-19 and all over the world, everyone was suffering for it directly and indirectly. Those who got the disease suffered directly and the remaining suffered from its fear. The World Health Organization gave guidelines timely to control it. People all over the globe followed the safety precautions. James was aware of all these happenings around him. Unlike others, he was very much calm and relaxed. There was no sign of fear on his face, he had a casual approach towards the virus, as he was an athlete he had confidence that he can beat the virus as he is a sportsman and has good immunity power. All these notions of James made him overconfident so he took no care while going in public.

One day he had a fever and throat pain but he ignored saying it as just a viral fever. After ignoring it for five days he felt a severe problem in breathing and finally got admitted in the hospital. As most of the hospitals were already full with the patients he had to manage a bed in a multispecialty hospital. Along with him his all family members got the positive report and admitted with him. It took almost a month to overcome the virus and back to life. Everyone came home with a healthy life but the hospital bills took all the savings of the family. James looked at the bank passbook with no amount in it and repentance in his eyes.

Exercises:

Build a story with the help of provided points and give a suitable title.

Q.1) Small Village-----all farmers---- hardworking----happy----learned man from city -----
-scheme to be rich-----money double in a month-----Shankar a brilliant farmer-----doubts
the scheme-----alerts others-----few greedy farmers-----oppose----man convinces -----fake
news-----all invest -----man disappears----all shocked-----cry in grief-----Shankar guides all
oath not to fall for shortcut----start with hope.

Q.2) New construction ---biggest shopping complex-----James a new engineer----happy
for first contract-----no experience----gets offer of commission -----forgets his duties----
enjoys ---poor material ----more commission----building collapse----many injured ----James
arrested-----loses career.

Q.3) Salesman -----colonies ----full day-----no sell ----banned in most colonies-----
frustrated----sits under tree----watches street stalls -----changes the techniques-----doubles
the prize ----50 % off----crowded----finishes before evening----happily returns.

Q4) Rajan school boy----parents only son-----everyday pocket money-----no tiffin -----only
fast-food----show off -----famous in school-----cold drink boy-----one day perspiration-----
clinic----diabetes-----loses freedom to eat----famous for diabetes now.

Q5) Saloni-----ambitious -----comparative nature----carving for beauty and praise-----
friends marriage-----all gather----beauty-parlor-----all make-up-----Saloni twice facial----
-beautician denies-----argues----tells side effects-----Saloni adamant-----does twice----next
day -----reaction pimple -----attends with scarf on face---all laugh.

V) Report Writing

Like many words in English, the report word is derived from the Latin word 'reportare'. It aptly tells that re- means back and portage- means to carry the meaning. It is a document which is systematically written information of a process, project, condition, results etc. It gives us facts in a logical sequence. A good report contains

- a. Facts
- b. Method of its collection
- c. How they are relevant
- d. Conclusions
- e. Suggestions or recommendation

Objectives of Report writing

- a. To maintain the record of a work
- b. To get information about a certain situation
- c. To share novel ideas and thoughts

- d. To provide information to the supreme authority.
- e. Sources of the information

As mentioned above, the report is a factual document based on the facts so the collection of the data must be proper and it should be collected from the proper methodology. The methods of the data collection may vary as per its type and to whom it is presented. There are some majorly used methods to collect the data they are as follows: -

- a. First-hand findings/ observations
- b. Authentic information (printed material e.g. books)
- c. Audio-Visual Aids (e.g. Images, Videos, Animations, Maps, Charts, Tables etc.)
- d. Questionnaire (Interviewing the sample i.e. peoples who may provide the information)

Methods of using the Data

Once the information is collected the report maker has to follow certain steps to process the data and to use it for the report.

- a. Aptness and authenticity of the collected data
- b. Relativity to the subject of the report
- c. Lucidity (simplicity and to the point) maintained for the readers.

Formal Structure of a report

Any formal report must be written in a logical flow and it should answer all the possible questions in the mind of the readers. The general structure of a formal report is as below.

- a) Title Page
- b) Index / Table of Content
- c) Introduction / Brief summary (what is the report about)
- d) Research outcome / Findings
- e) Conclusion
- f) Suggestions / Recommendations
- g) Sources / References

Along with this regular framework of the report some reports may contain Covering letter and some enclosures as per the requirement.

Types of Report

As we have seen report means to carry back the information, it has many types as per the various objectives and context where the report is being presented. We have two major types of report that is oral report and written report, but as the oral report cannot be reproduced similarly it is not used for formal reporting. Written report has many types as

- a) Investigative report
- b) Recommendation report
- c) Progress report
- d) Technical Reports
- e) Lab Reports
- f) Research Reports
- g) Visit Reports, etc.

In short to write a formal report one must remember to be straight forward, simple, to the point and objective in tone.

Examples of Report:

News Report:

One of the mostly written and read report is news report though it is named only as NEWS. It is a kind of a written report. It systematically gives us information about certain incident,

accident or events around us. Title plays an important role in news report, it is expected to be catchy and to the theme of news story.

Example:

50th Annual function of Shree Ganesh Institute Held

Reporter,

Modern Town Aug10: The annual function of the Shree Ganesh Institute was held on Thursday August 10 in the Seminar hall of the institute. Moreover 50 students who shined in the various areas of the academics were felicitated on this occasion. The prizes were distributed in the presence of District Collector Mr. Shankar Alapati and the trustee members.

Mr. Collector guided the students with his motivational speech stated the importance of extra-curricular and co-curricular activities along with the academics. He further urged the non-achievers that they should not feel low rather they should take more efforts and imagine themselves on the dice next year. The principal of the college Mr. Kartik Swami Extended vote of thanks and congratulated the winners. All the teaching and non-teaching faculty members took efforts for the success of the program.

Example of Informative report:

**Less Attendance in Online Learning
With Reference to Tribal Area**

August 2020

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S.N.	Title	Page No.
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3	The need for Online Education	
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5	Barriers Occurred	
6	Conclusion	
7	Recommendations	

1) COVID Emergence:

The novel coronavirus changed the calculations of the whole world. As it has become a part of human life one has to learn living with its existence. Initially, the online platform of learning was for time being but later on, it become the need of the time. As the Education sector can be included in the basic needs of human beings along with the other emergency services it made its way continuous through this pandemic.

2) Effect of Lockdown on Education Sector:

The education sector got affected badly in the lockdown. The first lockdown was the period when everywhere there was the time of final exams or academic year-end. Initially use of the online platform was slow due to less application but later on, with the help of many online platforms the education sector took speed and every figure in this field got involved in it.

3) The need for Online Education:

As mentioned above the Education sector is one of the basic sectors that fulfills the needs of the career aspirants. Especially the final year students are those who got affected badly due to Covid-19. To avoid the academic and educational loss the use of online education is unavoidable.

4) Practical Application: Whenever the new things are decided or planned out there are two things involved in it the first is its planning and the second is its application. The application

of the online platform for the teaching-learning process is observed of a particular area so to limit a sample (users) and to get specific users and specific survey and result.

The sample for this survey was limited up to Nanobarn district which is a tribal area. Moreover, 50 teachers and 500 students were interviewed with the help of Google forms. The sample underwent some 25 questions and the practical application of online learning is observed. Most of the samples even faced problems while filling up the google forms show the practical scenario of the online platform.

5) Barriers Occurred: After analyzing the collected questionnaire few common barriers are observed which major hurdles are in the online platform. The basic problem occurs of the network issue, as it's a tribal area network connectivity is the most basic and valid reason behind less attendance in online classes. Secondly, the economic barrier which is the second most reason behind it, as most of the students are from the economical background and most of them are from the labour class, for them the daily bread and butter is the first priority. As everything is shut in lockdown there is a real-life issue of money. The last barrier observed is less attention due to virtual control of a teacher, as the teacher is not actually in front of the students it's difficult to have control over the teachers.

6) Conclusion: a conclusion is made after understanding the barriers. While applying the online teaching-learning platform in the tribal area the geographical, economic and social background should be taken into account to overcome the barriers.

7) Recommendations: The attendance can be improved with the application of certain training programs for using the online platform. Using the platforms which will consume fewer data and hence can be used with minimum expense. If possible a data plan can be donated to a group of students who are from the poor strata of the society. Teachers can ask questions in-between so to hold the attention of the students.

Exercises

Questions for Report Writing

- 1) You are the secretary of your college social club. A team of few students with you have visited a Labor colony where the residents have gone through a huge loss in the time of the pandemic. Your club has helped them with some grocery and safety aids. Write a report on this social activity in about 200- 250 words.
- 2) Annual function of your college has recently over. As a student cultural representative write a brief report on various activities and cultural programs conducted in it
- 3) You have visited a historical place in your college trip. Write a report on various observations made by you and give a conclusion on the importance of the historical visit.
- 4) As a local news reporter write a news report on, how people are breaking the rules of social distancing in your area and ignorance to the masks and hygiene.
- 5) Your college has recently finished the 3 days NSS camp. As a student representative write a brief report on various activities done in it. You are supposed to submit this report to the Student welfare department of the college.

VI)Punctuation Marks in English

Punctuations are very important in the written form of the communication. It helps a reader to distinguish between different ideas put together in a sentence or paragraph. The common punctuation marks in English are: capital letters, full stops, question marks, commas, colons and semi-colons, exclamation marks and quotation marks. In oral communication the communicator can make the difference through his paralinguistic by

using proper pitch, tone, accent, rising and falling tone but in case of written communication punctuations are essential to deliver a message in proper way.

Definition:

Punctuation marks are necessary symbols in a language to accent, emphasize, focus, mark or stress our written speech; that is, our writings. Punctuation marks show where our expressions start and where they stop, give space for clarity and understanding in our writings; so that, they make sentences clearer and more understandable to the reader.

Following are the Punctuation Marks and Symbols

1. **Apostrophe (')**-An apostrophe shows that a letter (or letters) has been omitted from a word in a smaller and it is used to make a noun possessive.
2. **Colon (:)** A colon gives information that comes after it and tells the reader that something is coming.
3. **Comma (,)** the comma joins different ideas in a sentence or separates items in a series.
4. **Ellipsis (...)** The ellipsis, a series of three dots, shows that something has been removed, pause or an unfinished sentence.
5. **Em dash (—)** Shows a big pause or emphasizes the end of a sentence.
6. **En dash (–)** Shows a range of numbers of a period of time with numerals.
7. **Exclamation Mark (!)** Shows strong emphasis or strong emotion, rarely used in formal writing.
8. **Full Stop or Period (.)** It shows the end of a sentence, an abbreviation.
9. **Hyphen (-)** The most common use of the hyphen is to form compound words, words that are made up of more than one word, it is often used after the prefix of a word Sometimes this occurs when two words are put together to serve as an adjective.
10. **Quotations or Inverted Commas(“----”)** Used when the words are directly quoted.
11. **Parentheses, Braces or Square Brackets(() { } [])** Shows that the material inside the parentheses is less important than the main part of the sentence. One can replace them with commas, but parentheses make the material less important.
12. **Question Mark (?)** Shows that a question is being asked, that the speaker or writer is seeking an answer to something.
13. **Semicolon (;)** Connects two complete sentences that are related.

Examples of Punctuation Marks

Punctuate the following sentences correctly and rewrite them.

- 1) He won at District, State, National Level.

Ans: He won at District, State, **and** National Level.

2) Would you like to have tea with me!!

Ans: Would you like to have tea with me?

3) At the right side there is a Boys hostel and at the left Girls hostel.

Ans: At the right side there is a Boys' hostel and at the left Girls' hostel.

4) You have two options right now train or bus

Ans: You have two options right now: train or bus

5) This place is called Marvel-Mountain

Ans: This place is called "Marvel-Mountain."

Exercises:

Punctuate the following sentences.

- a. Oh my God said the man in trouble
- b. How are you what is your plan today
- c. Honey said give me my book back
- d. The servant said to master I have done the work in two hours
- e. Mahatma Gandhi wrote his autobiography the story of my experiments with truth.
- f. She has studied maths science and English.
- g. The post office was to the left of the electricity department.

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Dear TYBA English Teachers,

The BOS English is extending the draft of units for your kind persuasion to be taught for Sem-VI and to frame the Question paper for Sem. Exam. We are extending this draft which is being edited for your help by the time you get the printed text-TYBA Ability Enhancement Course (AEC) AEC: Developing Communication Skills (w.e.f. 2020-21)

SEM VI

Unit-I Oral Communication


Introduction:

Oral communication is an inseparable part of human life. Humans do continuously communicate, mainly orally, consciously or unconsciously, knowingly or unknowingly. In the globalized world the need for effective communication is being felt more than ever in all walks of life, especially in corporate and business world. It is one of the prominent skills looked for during an interview by the employer/s. the term ‘oral communication’ means communication made through articulatory organs. In oral communication the role of ‘encoder’ and ‘decoder’ (speaker and listener) constantly change.

Oral communication is also known as ‘Dyadic Communication’, which means an interaction between two or more persons. It includes face to face and telephonic conversation, interviews, speeches, seminars, announcements etc. The term ‘oral communication’ is a wider term and encompasses different types like- speech, public speech, group discussion, meetings, conferences, conversations, individual or group presentations, business or team presentations etc. But here speech activity during interview, presentations, speech, dialogues and group discussion is considered.

1.1 Interviews:

The word ‘interview’ is derived from a French word ‘intrevue’ (intre voir) meaning- ‘to glimpse’, ‘to see each other’ or ‘sight between’. In a sense, it is a formal meeting or interaction between two or more persons for specific reason/s. In business situations, it is an intentional face to face interpersonal communication between two or more persons/parties. During an interview specific questions are asked to an interviewee to evaluate his/her suitability for the purpose. To be precise, an interview is a formal and face to face meeting in which a person or group (parties) questions,



consults or evaluates another person or group (parties) to find out the suitability for requirements. Thus, an interview is a formal and face to face meeting in which a person or group (parties) questions, consults or evaluates another person or group (parties) to find out the suitability for requirements.

1.1.1 Types of Interviews:

There are different types of interviews to meet the different purposes. Some major types are discussed below:

A) Screening Interview:

This kind of interview is conducted by a person from Human Resource Department before the main interview. It may take place in person or over the telephone, which aims at finding out if the interviewee meets the minimum qualifications and expectations required for the job.

B) Job Interview:

The main aim of this interview is to judge the suitability of the candidate to the job. Generally, before the interview candidate's personal, academic, educational, experience related details already provided, to give an idea about candidate's profile. Through such interview, an employer wants to know whether the candidate possesses the skills, personality to perform the tasks required in the job. Such interview gives an opportunity to the employer and the candidate for face to face communication and to discuss each other's expectations from the job.

C) Campus Interviews:

Campus interviews are conducted by companies to recruit fresh graduates (or final year/semester students of graduation). Campus interviews are of two types:

i) On Campus Interviews:

On campus interviews are conducted in the campus of colleges or universities to recruit fresh graduates, on the basis of the requirement of the company and availability of suitable candidates. Normally, the number of aspirants is more, the companies follow steps like, short listing, screening, group-discussion, presentations, informal and formal meets etc.

ii) Off Campus Interviews:

These interviews are for fresh graduates but conducted outside college or university campus, at a common location, where students from various institutions can attend the interview.


D) Group Interview:

In group interviews, several candidates are at once interviewed. The basic aim of such interview is to look for the leader and follower type of personalities. The outcome of the interview depends upon the type of personality the employer is looking for.

E) Panel Interview:

In this type of interview, a committee or group of interviewers in turn ask questions to a candidate. The interviewers are specialists of different areas and vary in number. Such of interviews are more popular, reliable and time saving.

F) Telephonic Interview:

This is a kind of screening interview. Through such interviews the suitability of the candidate (with regards to qualification, experience, and salary expectations) is verified. If the candidate is found suitable then he/she is called for personal interview.

G) Promotional Interview:

Promotional interviews are arranged to find out a suitable candidate for promotion. Normally, it is organized for the working employees. The employer, through such interviews wants to check whether to be promoted employee is suitable for the job.

H) Appraisal Interview:

Appraisal interviews are conducted to evaluate and collect feedback of employee's their performance. These interviews are conducted by the seniors from the same or another organization. Sometimes, before the actual interview, self-appraisal forms are filled up to know about the achievements, past performance, area of interest, morale, satisfaction level etc.

I) Problem Interview:

Like promotional interview, this type of interview is also meant for existing employees, whose performance is unsatisfactory, despite several warnings. It aims at problem finding. Once the problem related to the employee is found out, the solutions like proper counselling, training and medical help are provided to improve his/her work efficiency.

J) Exit Interview:

Exit interview is conducted when an employee is about to resign/leave the firm/company (voluntarily or under certain circumstances). The purpose for arranging such interview is to collect feedback and information about organization. The feedback given by the employee may prove useful for future planning and improvement of the company/firm.

K) Stress Interview:

Stress interview is arranged to test the reactions of a candidate into a difficult situations. Through such interview the qualities like courage, confidence, cool temper, self-control, capacity to handle stress, presence of mind etc. are tested, which might be needed during the job in question.

1.1.2 Preparing for an Interview:

Facing an Interview is both- a science and a skill. It is a science, hence, to be successful; certain parameters need to be followed. It is a skill because every individual may face it using his/her skills. To be perfect in the skill one needs to prepare and practice well. Actually, there is no 'BEST' way to prepare for an interview. But there are some important strategies and practices to increase the chances of getting success in an interview.

The preparation of an interview can be divided into the three stages:

- I) Before the Interview
- II) During the Interview
- III) After the interview.


I) Before the Interview:

Preparation stage is an important stage in facing an interview. This is an important stage prior to an interview. There are several aspects need to be thought before the actual interview.

A) Know Yourself Better: Preparation for any interview should begin with self-evaluation. Unless one is completely aware of his/her personality, capacities, capabilities, accomplishments, skills, achievements talents, abilities, strengths, assets, weaknesses, hobbies, interests, expectations, aims and work values, cannot succeed in interview. One should keep a complete record of achievements, awards prizes, appreciations, congratulations letters etc. to present during the interview. Generally, interview begins with questions related to these points.

B) Prepare Resume/Bio data: Bio data/Resume gives brief overview of one's personal details, qualifications, achievements, skills, experience/s, testimonials etc. to the probable employer. A person is called to an interview if his/her bio data/resume is found suitable then only a person is called for interview hence, it should be prepared carefully and skillfully. Make it sure, that it is updated and error free.

C) Documentation: Arrange all the relevant documents, certificates in a chronological order. Especially the things/items claimed in bio data/resume should have documentary evidence. To avoid the last-minute rush, one should carry an extra



Xerox copy of bio data/resume and necessary documents. Also, it is important that one should carry all the necessary documents without forgetting.

D) Learn about the Company/Firm: One should enough information and knowledge about the company/firm in which he/she will be facing the interview. It will be of great help during the interview.

E) Probable Questions: A candidate should think about the probable questions which can be asked in the interview. It will increase the level of confidence; as well will save from confusion, during the interview.

F) Physical Preparation: Physical preparation includes gentle, formal and appropriate dress, clean and polished shoes, neatly combed hair. One should look presentable and well groomed.

G) Know the Interview Place beforehand: It is always better to know the interview place beforehand. It will save the last-minute rush as well. One's acquaintance with the place makes one feel comfortable at the time of interview. If actual visit to the place is not possible then one may go through the map. On the actual day of interview, one should reach the interview place well before the given time. It will help to settle down and be comfortable before the actual interview.

II) During the Interview:

As mentioned earlier, facing an interview is a skill. However, one might have prepared well but actual execution during the interview is important. The following points should be kept in mind.

- * Enter in the interview room with permission.
- * Do not sit unless asked.
- * Greet the interviewer(s).
- * Handover the files/documents genteelly if asked to do so.
- * Keep good eye contact with interview panel members
- * Keep control over body language and voice.
- * Listen the questions carefully.
- * Answers should not be too short or too long.
- * Be confident.
- * Be polite and courteous.
- * Avoid giving negative remarks about earlier employer (if any).
- * Apologize, if you do not know/remember proper answer.
- * Do not leave seat, unless interview finishes/asked to do so.
- * Thank and wish the interviewer(s) at the end of interview.

III) After the interview:

This is an introspective stage. After the interview one should give a second thought to the performance given in the interview. This will help in two ways: if one does not succeed in the interview, can introspect and work upon the lacunas. Secondly, the experience will increase the confidence for the next interview.

1.1.3. Commonly Asked Questions: Interview is meant to identify best qualified and suited candidate. There are different types of questions asked in interview. Generally, the questions asked during an interview will be mainly based on the details provided by the candidate in bio-data.

The questions that are generally asked during an interview can be grouped into four categories: Preliminary Questions, Factual Questions, Competency Based Questions, Technical Questions, Hypothetical Questions, Motivational Questions and Challenging Questions.

A) Preliminary Questions: These are a kind of ice-breaker questions. It helps to build a rapport between the interviewee and interviewer(s). These questions help in making the interviewee feel comfortable.

B) Factual Questions: These are fact-based questions which are asked to collect/verify specific information. Generally, these are closed questions.

C) Competency Based Questions: These questions are asked to find interviewee's personal qualities or competencies, needed for the job in question. The answer/s of such questions should be 'key selling point'.

D) Technical Questions: These types of questions are asked to assess interviewee's proficiency and level of technical knowledge.

E) Hypothetical Questions: These questions provide an imaginary situation, which might occur in the job in question. The expected answer is what the interviewee would do in the given situation. The purpose of such questions is to test interviewee's abilities like- quick thinking, problem solving skills and the multiple thinking.

F) Motivational Questions: Motivational questions are asked to trace the intention and aim of the candidate after joining the job in question.

G) Challenging Questions: These questions press upon the weaknesses in interviewee's bio-data or resume. Such questions intend to judge candidate's honesty, truthfulness, ability to handle pressure, level of confidence etc. There is no all-in-one answer to such questions.


1.1.4. Some Commonly Asked Questions:

There is no fix formula of asking questions in interview. However, there are certain questions which are common. Some questions are given below:

- Introduce yourself in brief.
- Why did you choose As your major subject?
- What extra-curricular activities are you involved in?
- How do you spend your leisure time?
- What are your hobbies?
- What have you gained from these experiences?
- What type of position are you looking for?
- What kind of work interests you the most?
- What are your strengths?
- What are your weaknesses?
- What major problems have you encountered during your previous job and how did you deal with it?
- Do you have any work experience related to this job/position?
- What is your expectation of salary?
- What motivates you to put forth your greatest effort?
- What qualities do you feel a successful employee (in the job/position like this) should have?
- What frustrates you or makes you angry?
- Describe for us, your most rewarding accomplishment/s.
- What do you know about our organization?
- Why do you want to work with this organization?
- In what ways do you think you can make a contribution to this organization?
- How long would you expect to work here?
- Are you willing to work overtime? Travel? Relocate?
- Is there anything else we should know about you?
- Do you have any questions?

1.2 Presentation Skills:

Presentation is an important skill in oral communication. Developing presentation skill is an art where most of the learning and training require greater focus, attention and practice. It is a live mode of sharing factual information with a selected or particular audience. In business, presentation is used to inform, to explain, to illustrate, to justify, to persuade and to present a point of view to the audience. In



present times, technology has undoubtedly helped a lot in presentations. Delivering accomplished presentations is a vital skill in anyone's armory whether one is a student just starting out or the head of a large organization.

Presentation skill is important for many reasons. People who speak and present well get easily noticed and are remembered for a long time. A good presenter has better career opportunities. A person good at presentation succeeds in influencing people or the team one works with. It also helps in building good rapport with the fellow employees and to avoid miscommunication. It also helps to save the time. A Better presenter can convey his 30-minute presentation in 5 minutes or in 90 seconds when needed. Further, this skill helps in being a good salesman or selling one's ideas. Having a superior product is never enough to guarantee business success but one needs to convince the probable customer to buy the product by presenting its key features. A person with good presentation skills will appear to others to have an air of confidence in all interactions with them. From perspective of social life, a person good at presentation is also a good communicator, hence, has good public image, more friends and is demanded everywhere.

1.2.1. Stages in Effective Presentation:

Effective presentation is one which meets objectives. An ideal and effective presentation needs to follow a structure. Beginning (introduction), middle (logical development of idea/argument) and end (conclusion) are the key elements of an ideal presentation. Still one needs to adopt a strategy for effective presentation. This strategy will be helpful in oral as well as Technical Presentation.

I) Objectives: One should be clear about the objective and expected outcome of the presentation. It will help in planning and delivering the content in organized manner.

II) Audience: One should have a clear idea about the probable audience and other details about them like: age, sex, background, education etc.

III) Planning the Content: After one is clear about the objectives and kind of audience, should plan the contents accordingly. How will he/she begin? How will the idea be developed to make it more appealing and convincing? Examples and illustrations to be used during the presentation. One needs to keep in mind the time available at hand or allotted.

IV) Preparing Material: Once content is thought of, one needs to prepare the material to be used during presentation. It can be notes, audio, visual, audio-visual, printed, charts etc. while preparing material one needs to give a thought to the infrastructure available at the place of presentation.

V) Actual Platform Presentation: However, one may, actual presentation is important. This includes appearance, dress, body posture, voice, body language, physical movements, the use of microphone and platform etc. Never try to copy someone else's style during presentation. Non-verbal communication matters a lot in presentation. Eye contact with the audience is must in effective presentation. Eye contact makes the audience feel that speaker is eager to share information with them. At the same presenter gets a feedback through the eye contact.

Nervousness (cold hands, cold feet, dry mouth, sweating, short breathing, shaky voice, etc.) at the beginning is common to all. Practice and confidence are the two things which will help in overcoming nervousness.

VI) Transition: Sometimes transitions are essential in presentation. It might be due to jumping from one topic to another or returning to presentation after question-answers.

Exercises:

Q.1. Choose the correct alternative from the given options and complete the sentences.

1. The term 'oral communication' means communication made through
articulatory organs.
a) **articulatory organs** b) audio-visual mode c) through body language d) using script
2. In oral communication the role of 'encoder' and 'decoder' (speaker and listener) constantly change.
a) 'artist' and 'audience' b) 'receiver' and 'message' c) **'encoder' and 'decoder'** d) 'speaker' and 'organiser'
3. Oral communication is also known as '. Communication'
a) false **b) Dyadic** c) informal d) dynamic
4. The word is derived from a French word 'intrevue'
a) 'dialogue' **b) 'speech'** c) **'interview'** d) 'interviewer'
5. In interview, a committee or group of interviewers in turn ask questions to a candidate.
a) **'panel'** b) 'mock' c) 'telephonic' d) none of these
6. Interview is meant to identify
a) the smartness of the candidate.
b) the qualifications of the candidate.
c) **best qualified and suited candidate.**

- d) economic status of the candidate.
7. An ideal and effective presentation needs to follow a/an
- a) **structure** b) pattern c) rule d) organiser' s expectation
- Q. 2. Prepare imaginary presentations for the following purposes.
- a) To introduce a new product
b) To point out qualities of a machine.
- Q. 3. Prepare imaginary conversation between the interviewee and the interviewer/s during the following interviews.
- a) For the post of a teacher
b) For the post of a Sales Manager

III) Speeches: Stages, Occasions & Examples

Speech is a formal talk that is delivered to a group of people or audience. It is an inseparable part of human communication. It is a foundation of one's personality. In modern times where we are living in the era of globalization, speech proves a very important and crucial factor. Speech or public speaking shapes up the mindset and thinking process of individual as well as of the society. To deliver a good speech is an art that transforms the mindset of audience.

Speech is used at informal as well as formal level. In day today walks of life, we use the art of speaking. There also we have to be very careful to deliver an impressive speech to dominate and influence our listeners. It built ups and establishes our personality in the society. It is true that one's personality is shaped up by his actions in the life. But the actions can emerge in our personality only with the help of good speech. Speech is a kind of transportation of our actions into the society.

Stages of a good speech:

Speech has a specific form and structure which is divided into following three basic stages.

i. Introduction:

It is the first stage of speech where a speaker makes introduction with the audience. In introduction one must know his/her audience; the level of audience and the variety of audience so that a proper interaction and contact shall be developed. To establish and develop an interaction, one should start with complements and greetings in a short way. One may start with a situational joke to get the attention of audience. Even one can introduce his/her own self at this stage.

ii. Content or Body of Speech:

When audience begins to listen you carefully, introduce the statement of your speech and elaborate it by using decorative as well as simple language so that the speech delivery will be impressive and catchy. Content of a speech is a part of study and research. One should have thorough knowledge and command over the subject on which he/she is delivering speech. The content should be well organized. It must include point wise elaboration of the subject.

iii. Conclusion:

Conclusion is the final part of speech. While concluding a speech; one should be so brief to his/her detailed description. It is like a short summary of the speech that concludes all the important points in nutshell.

Dos and Don'ts of a good speech:

There are some tips or key features of a good speech. They are as follows.

- Start a speech with confidence.
- Start with greeting an audience.
- Use simple and sweet language.
- Make use of paralanguage and body language properly.
- Considering the number of audience, maintain the level of voice.
- Try to look into every corner of the audience to catch everyone's attention.
- Try not to make "er" and "um" noises that show your lose confidence.
- Put small jokes into your main content to provide relaxation and comfort to audience.
- Allow people from audience to ask small questions and suggestions.
- By accepting suggestions, conclude the speech.
- Lastly, give vote of thanks to one and all.

Occasions:

There are many formal and informal occasions where speeches are delivered. According to the occasion the structure, style, content and method of delivery is changed. Some of them are as follows: -

- i. Welcoming address at any function, seminar, conference, etc.
- ii. Introductory speech at any formal meeting, seminar, conference, etc.
- iii. Speech for presentation for a company tender, presentation of project work, of research, etc.
- iv. Speech for vote of thanks at the end of meeting, programme or function.
- v. Farewell speech at the time of transfer or departure of any office bearer or close one.
- vi. Mourning speech at the death of any near one.

Examples:

1) Welcome Speech:

(International Conference on “Dr. Babasaheb Ambedkar: Today and Tomorrow”)

Dr. Kishor Patil, Principal, Aurangabad.

Hello friends, good morning to one and all. I, Dr. Kishor Patil welcome you all on behalf of my college and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Today, it's a grand occasion of inaugural function of International Conference. Respected Prof. Masood, U.K., Dr.P.S. Patil, the Vice-Chancellor of Royal University, Madurai, Dr. Nachiket, former Dean, Faculty of social sciences, University of Meerut and all the dignitaries on the dais and off the dais.

It is a very happy moment for me to deliver welcome speech from this international dais. I am very happy to see the distinguished guests and resource persons from various corners of the country as well as from abroad for this two days international academic feast. I am very much grateful to the Honorable speakers and delegates for accepting our invitation on a short notice. It's a great honor for our institute to have such a great August gathering over here.

Today we have 125th birth anniversary of Dr. Babasaheb Ambedkar, the versatile hero of India, the father of Indian Constitution and the *Masiha* of under privileged people of India. He has given a new face to Indian social structure. On this great occasion of 125th anniversary Dr. Ambedkar, it is very essential to discuss and focus his message to the world. The present conference intends the same. Here we have many eminent speakers from all over the world who shall enlighten all of us with their knowledge, experience and social work.

It is my privilege to introduce our institute to all of you. Friends, *Bahujan Hitay* Educational Institute is established in 1927. Ours are five colleges running traditional courses including Arts, Commerce and Science in Marathwada region of Maharashtra, one Medical college in Aurangabad. The institute runs many courses like M.B.A., B.C.A., M.C.A. and other technical courses. Since last many decades, we are providing value education to urban as well as rural students from the remote areas of Maharashtra, Andhra Pradesh as well as Karnataka.

There are many things to share with you but due to time limits, I conclude over here. Once again, I welcome you all to feel free to share your valuable ideas on the theme of the conference and even the arrangements made by the organizers.

Thank you very much for encouraging me while welcoming you all. Thank you.

2) Proposing Vote of Thanks:

The vote of thanks is a type of speech where a speaker uses to express gratitude on behalf of his team, group or organization. One addresses this speech as an acknowledgement of the invited guests and delegates. There are many occasions on which the vote of thanks is delivered such as towards the end of any seminar, conference, farewell, function, formal or informal cultural programme, etc.

Example:

(The vote of thanks speech to conclude an International Conference)

Good evening everybody, after valedictory session, I am here to deliver vote of thanks on behalf of the organizers of this tremendous successful conference. It's a great honor for me to thank such an eminent people like you. This conference is made successful with the presence of 285 delegates and participants from all over the globe. I am very much thankful to all the active participants who initiated a dialogue with the resource persons. Some of you are really credited for academic suggestions and enthusiastic debates that focused the light on the various approaches of the philosophy of Dr. Babasaheb Ambedkar.

I am very much grateful to Dr. Valvi, the Hon'ble Chief Guest for the inaugural session. I convey my regards to Dr. Krushnal Solanki, former Vice Chancellor, Chhatrapati University, Allahabad, Prof. Chetan Patil, Director, Higher Education, Maharashtra. It is a great privilege for our institute to have Prof. Irfan Shaikh, the former Dean as a Chief Guest for the valedictory session.

Last but not the least; I would like to thank our students, teachers and the non-teaching staff for their unforgettable management. I specially thank to the food committee and the cook team, the media representatives and all.

Thanks, one and all.

Exercises:

- a) Prepare a welcome speech on the occasion of the annual gathering of your college.
- b) Introduce the chief guests of 'A Spoken English Workshop' organized by your college.
- c) Deliver vote of thanks at the end of a meeting in a bank.
- d) Prepare farewell speech on the occasion of a transfer of your District Collector.

IV) Dialogue Skills:

Man is a social animal. He lives in the society by forming a group of people among which he is born. Being a social animal, human being has developed his own language according to his geographical and physical competence to interact with the people of his group. This interaction helps him to develop at individual as well as social levels. The very interaction coded and encoded with the help of language by human being is called communication. Communication has variety of modes like listening, speaking, reading and writing. By using all these modes or skills, human being establishes interaction and delivers his thoughts and ideas with other people. The said interaction proves very fruitful to develop the human culture and civilization.

As noted above, the communication has various modes; every individual mode has again subdivisions of each. These subdivisions or forms of communication are in written and oral modes. We have letters, notes, minutes, poetry, essays, dramas, novels etc. are the modes of written communication while speeches, presentation, interview and dialogues are the various parts of oral communication. Out of these, dialogue skill is the most important in written as well as oral communication. Human being has been started to shape up culture and civilization with the help of dialogue skill. With the development of human history; dialogue skill is also developed. It has been helped the leaders and eminent personalities in human history, to establish their point of view in the society. Apart from that also, dialogue skill is very important and essential for every human being to share ones' thoughts, ideas and feelings. One, who can develop his or her dialogue skill can prove his or her own identity in the society very impressively and become successful in the life.

There are various situations where one has to use dialogue skill in day today life. Basically, we live our life in formal as well as informal ways. This formality and informality of communication changes the use of dialogue skill with its features like manners, language, tone, voice quality, expressions, gestures, dress code and even the body language.

There are some basic essential elements of dialogue skill according to the formal and informal situations. They are as follows-

Essential elements of Dialogue Skill:

- Make use of simple language;
- Be brief and clear;

- Dialogue must be supported by the expressions and gestures;
- Dialogue delivery should be made confidently;
- Maintain proper tone and pitch;
- The level of voice should be according to the number of audience and location;
- The content of dialogue should be according to the formality and informality of the situation;
- The delivery of dialogue will also be depending upon the formality and informality of the situation;
- According to the audience and situation, the use of supportive body language, expressions and gestures will be different;

Examples:

1. A Dialogue between a house wife and a feriwala.

House wife: Hello Bhaiyya, Good Morning.

Feriwala: Good morning Madamji.

House Wife: Didn't you come to our colony yesterday?

Feriwala: Yes Madamji, yesterday I had been to my child's school.

House Wife: Ok, which standard your child studies in?

Feriwala: I have a beautiful and cute four years old daughter who is studying in nursery.

House Wife: Wow! Great! So nice.

Feriwala: What do you want Madamji?

House Wife: I want two dozens of bananas and two kilograms of apples.

Feriwala: Ok, today the apples are very fresh Madamji.

House Wife: But you always charge heavy cost of your fruits.

Feriwala: No Madamji, believe me, I charge reasonable cost. I always maintain and sell fresh and quality fruits.

House Wife: No Bhaiyya, today, I will not pay you that much of money.

Feriwala: No Madamji, I shall never cheat you, as you are my regular costumer. I am a very poor and honest man. Please, don't negotiate the rates, just look up the quality of fruits.

House Wife: Ok, Ok, I cannot argue with you. You are always been an expert fruit seller. Give me the fruits.

Feriwala: Take your fruits. Thank you Madamji. Tomorrow, I will bring you some fresh oranges.

House Wife: Ok, thank you Bhaiyya.

2. A dialogue between a student and book seller.

Student: Hello Uncle, Good Afternoon.

Book seller: Good Afternoon my child. What do you want?

Student: Uncle, I want some books.

Book seller: I have variety of books in my shop. What type of books you want to read?

Student: I want some story books.

Book seller: Ok, what type of stories do you want to read my boy?

Student: Uncle, I want to read detective stories.

Book seller: Ok, is there any specific writer in your mind?

Student: No uncle, I don't know any detective story writer.

Book seller: No problem, I will help you to select a good detective story collection.

Student: Thank you uncle. Please help me and suggest me a good collection of stories.

Book seller: Ok, take this one. It has ten detective stories of different writers. I am sure you will enjoy it.

Student: Thank you Uncle. What is the cost of this book?

Book seller: It costs Rs.276/-

Student: Ok. I have Rs. 500 with me.

Book seller: No problem my boy. I have change.

Student: Thank you Uncle.

Book seller: It's ok, my boy. Bye, see you again.

3. A dialogue on the admission window in a college.

Student: Hello, Good Morning Sir!

Clerk: Good morning my child! What can I do for you?

Student: Sir, I want to know the admission process for first year of graduation.

Clerk: Ok. There is a very simple admission process in our college.

Student: What shall I do Sir?

Clerk: First of all, tell me for which faculty, do you want admission/

Student: Sir, I want the admission for the first year of Science degree.

Clerk: Ok, then take the form from the office, fill it up and submit to the same window.

Student: Sir, What about the fee?

Clerk: For the first year of science, my child you have to pay Rs. 872/- by challan.

Student: Sir, from where shall I get the challan?

Clerk: The challan is attached to the admission form. You have to fill it up and submit to the accountant at window no.03.

Student: What documents are essential for the admission?

Clerk: You have to attach your leaving certificate, marks sheet in xerox format and passport size photograph, all these documents in three copies of each. Nothing else than that.

Student: Ok, thank you Sir.

Clerk: Select the subjects by concerning the subject teachers. Ok?

Student: Yes Sir, thank you very much.

Clerk: Most welcome my child. Don't hesitate to ask any doubt or query regarding the admission process or anything else.

Student: Yes Sir. Thank you once again.

Exercises:


Write dialogues on the given situations.

- a) At reservation counter
- b) On the telephone
- c) In a restaurant
- d) At a birthday party
- e) In a marriage ceremony
- f) In a municipal corporation office
- g) On the farm
- h) In the hospital

V) Group Discussion: Group Dynamics, Purposes and Tips for Preparation

Introduction

Group discussion has now become important tool of various private and government institutions since last one or two decades. The word 'Group Discussion' has been formed by combining two words, the first, 'Group' means putting number of



people or things together and considered as a unit and the second word is derived from Latin '*discutere*' which means to shake or strike, so discussion simply refers to examine the issue or topic thoroughly to reach a conclusion. So collectively, it is called 'Group Discussion' which means to share and exchange the ideas by the candidates who participate in GD on a specific subject.


Group Discussion is the most important part of oral communication. Oral communication is used at formal as well as informal levels of life. By the same way, GD is also used and applicable at both the levels. At informal levels of routine life of common man, GD is as important as it is at professional levels. In day today life also the tips and skills of GD are very useful that help one to put his or her impression on the society around them. But mostly, in modern arena, we think about GD at professional stages of academic, business and administrative spheres.

In the campuses of professional institutions, the method of Group Discussion is used by the companies and organizations to check whether the candidates or applicants for a job have certain personality or skills which are necessary for their member or employees or not? On the basis of their performance and participation into the group discussion, they are selected for the jobs. Hence through career point of view, GD is very important in modern times of professionalism and industrialization.

v.i Group Dynamics:

A social psychologist and change management expert, Kurt Lewin was the first to coin the term 'Group Dynamics' in the early 1940s. He observed that people take different roles and behaviours while working in a group. The term 'Group Dynamics' refers to the effect of these roles and behaviours on the group and its members. It is a social process through which people, in group, interact with each other. Later it began to be taken as the term to describe the way in which group members interact with each other. It also means the behavioural patterns and attitudes of a group. Every group has specific objectives and goals to attain and while working in group one has to adapt to the changes to attain the objectives and goals.

Lewin's idea of 'Group Dynamics' was later developed by the different management scholars. Now it is being taken as a means for teamwork, problem-solving and as a firm or organization to be more productive and innovative. It is playing a significant role in a group as every member of group, in personal and social life, is also a member of other subgroups and his/her own personality. Hence, every member of the group influences other group members and the group in general. Thus,




the term ‘group dynamics’ refers to the behavioural patterns of the members of a group during the interaction among themselves.

In the context of Group Discussion, it refers to the interactions among the people who are interacting with each other as a member of group in a given group setting. It has been observed that when one or two more members are added to a group, initially, the behaviour of a group changes. For appropriate functioning of a group the size and number of the members should not exceed to ten. Otherwise, there is a great fear that some members may remain passive and inactive in a group. If the number is less than five then it may lack in diversity of opinions, knowledge and skills. In a group an individual has to play a ‘group role’ in a group setting. The group roles are determined and influenced by different aspects like, personality type, attitude, family background, bringing up, education, beliefs, experience/s etc. these factors make a person to take the lead or initiative and offer his/her opinions, thoughts freely, or to be passive and be a mere observer, or to shout, interrupt and create nuisance, or to argue, to insist upon his views, opinions, thoughts, in a group discussion. Group discussion provides an opportunity to the observers to evaluate a person from his/her behaviour and participation in a group. Hence, group dynamics need to be learnt before participating and contributing effectively in a group discussion.

In management it is believed that group dynamics can be developed through proper and planned training. In other words, the group dynamics can be acquired by a person. By “planned training” we mean training in how to react and respond to the behaviour or participation of an individual in a desired direction, or goal or in the betterment of a group. In group discussion, the behaviour of two types of persons’ affects the group’s behaviour to a large extent. These are: 1. A person who dominates the group, (over active), and 2. a person who remains silent, (passive). Training is needed for both the types of persons.

There are different factors, as well, that affect upon the group dynamics. Some of these factors are: culture, age, gender, race/ethnicity, religious tradition/s etc. for better functioning of the group positive channelization of the diversified group is important and group dynamics proves helpful in this regard. The management of group dynamics can be done by any person from the group, to improve the quality of discussion. For an effective group, every member of the group should understand his/her responsibility as per his/her interest, talent, knowledge, skills, expertise etc. for better group dynamics and team functioning, the relations of the group members among themselves is important. The group dynamics can be initiated from



introducing each other along with their skills or area of specialization. It helps during actual discussion as everyone is aware about the specialization and expertise a member has, hence, respect each other's views to arrive at a solution. It also helps in focusing and discussing the topic from multiple angles.

Self-disciplined behaviour is a must for effectiveness of a group. If the members of the group notice that a particular member is reticent then others should elicit his/her opinion. For an ideal discussion every group member should contribute and get involved in the discussion to arrive at a certain conclusion. If a group member dominates the discussion or keeps on speaking then other members should stop him/her politely or may ask to put his/her views in brief. If such norms are not followed in group discussion then to attain common consensus is impossible.

Purpose of Group Discussion:


There are several purposes of GD; some of them are given below;

- a) To find out the leadership quality of the candidates;
- b) To search out the team work efficiency of the participants;
- c) To observe the communication skills of the participants;
- d) To check out the positivity and listening skill of the participants;
- e) GD discloses the capacity of argument or debate in the participants;
- f) It also discloses the knowledge base in the various subjects of the candidates;
- g) GD also shows the decision-making capacity of the people involved in;
- h) To disclose the mental fitness of the participants;
- i) Even the professional organizations check out the tolerance capacity of the candidates;
- j) To reach a solution of certain issues;
- k) In order to choose applicants after the written test for a job or for admission to educational institute;
- l) To solve problems GD can generate new ideas from the participants;
- m) In order to train ourselves in various intrapersonal skills.

Tips for preparation of Group Discussion

Before going to start Group Discussion, one must think about tips to improve his/her Group discussion skills. Tips always help us to make the discussion successful. There are certain following useful tips for Group Discussion:

1. Good Content and Subject Knowledge



Subject knowledge always plays significant and vital role in every Group Discussion. It's the first important tip to enter into the group discussion. Followings are some steps to improve your skills in regard to GD content and subject knowledge.

- a. You must prepare on variety of topics and various subjects which will require during Group Discussion
- b. You must have subject knowledge and he/she should be well aware of the current affairs/Latest happenings around the world.
- c. If you are a good reader and have read variety of books on different topic, there is no need for the last-minute preparation.
- d. You should always read a magazine that are contained with rich topics having special columns related to social, political, agriculture, sports, national and international affairs.

2. Development of Leadership quality in GD

To be a winner in Group Discussion, one should grab the opportunity to speak more on the given topic and this can be achieved only if one has leading qualities. Some tips related to be a leader in GD are given below;

- a. To be a leader one should collect all the thoughts in the mind related to GD topic and start expressing oneself in a positive way.
- b. It takes time to gather our thoughts, let others begin and then enter into GD by agreeing/disagreeing with previous speakers.
- c. To begin the Group Discussion is an opportunity to make an impact but it will create negative impact if one is not able make his/her point well.
- d. It will make a good impact if one mentions the name of a previous speaker and the express his/her views on the topic of GD.

3. Connectivity with the Subject

It is important to connect with the subject while having communication in GD. Our whole presence and point of view related to the subject play a vital role in making our impression and impact on GD.

- a. It is necessary to make one's point clear. There should not be an ambiguity in your thoughts.
- b. If it is possible to emphasize your point with facts and figures, you should do it.
- c. You should not follow other speakers in GD. You should express your ideas and thoughts/ point of view related to the subject at length.

4. Good Listening Skill

Someone has said that if you want to be a good speaker first you have to be good listener.

- a. Listen carefully the points raised by the other speakers.
- b. Try to listen others in order to make your statements strong.
- c. Always nod your head whenever the speaker is making an eye contact with you. This will make to realize that his listeners are listening him carefully and paying full attention.
- d. If you are a good listener, it will be very easy to you to summarize the Group Discussion on each and every aspect.

5 Role of Communication Skills


Communication plays an important role in every discussion, speech and conversation. One may have good and rich content with lots of ideas and points. It will be useless if you cannot communicate well.

- a. You should be good at vocabulary.
- b. You should be well versed at communication skills.
- c. If you are not sure about the information, you should use phrases like “I think”, “if I remember correctly”.
- d. Follow the norms of formal communication while speaking.

6 Body Language: As an important tool in Group Discussion

The behavior of one’s body matters a lot while communicating with the world. So far as Group Discussion is concerned, body language plays very important role. It is as important as one’s knowledge of the very subject. Our gestures play a vital role in communication because it is said that expression, gestures and body language communicate more than what we communicate verbally. There are various elements of body language that can be used while participating in Group Discussion. This use of various body language skills, one may be a successful participant of GD. These skills are as follows-

- a. Wear comfortable dress and other things;
- b. You should sit straight, avoid leaning back on the chair;
- c. Avoid knocking pen and other things on the table;
- d. Make an eye contact while speaking to the listeners;
- e. Have a confident look on your face all the time while speaking;

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- f. Let the speakers to speak and try to listen them carefully;
 - g. While speaking, move your hands and head properly;
 - h. Don't make hesitation marks;
 - i. Maintain the voice tone and pitch properly;
 - j. Don't make shabby gestures on your face

Exercises:

Prepare for Group Discussion on the following topics.

- a) Social media today.
- b) World without boundaries – fact or fancy.
- c) Indian democracy.
- d) Woman empowerment in India.
- e) Higher education in our country.
- f) Human health in Indian cities.
- g) The farmer of our country.
- h) Today's arrange marriage.
- i) Present environmental scenario.
- j) Global warming.
- k) Love marriage
- l) T.V. channels
- m) Cinema

UNIT-II

METHODS OF COMMUNICATION: NON-VERBAL AND TECHNICAL

2.1. Non-Verbal Aspects of Communication:

There are different ways of communication. The non-verbal way of communication is the most common medium in the field of communication. Non-verbal manners and behaviours are quite informal and depend on the condition. Following are the meaning, Kinds and significance of non-verbal communication-

2.1.1. Meaning of Non-verbal Communication:

Non-verbal communication takes place without using any oral or written word/s. It can be practised with the help of various modes like body movements, tasks, colours, signs, symbols, signals charts, etc. and help in conveying moods, attitudes, thoughts, ideas or knowledge. Non-verbal communication, as it means, does not make use of words. It effectively transfers many human feelings more exactly instead of oral methods of communication. The mutual sorts of non-verbal communication are; eye contact, countenances, gestures, body and posture direction, visual communication, touch, Para-linguistic, silence etc.

2.1.2 Aspects of Non-verbal Communication:


Non-verbal communication is generally formed with Facial expressions, Eye contact, Gestures, Postures and Body orientation, Visual communication, Space and Distance, Proximity, Para-linguistic, Humour, Touch, Silence, Personal Appearance and Symbols.

I) Facial expressions:

The face plays a vital role in conveying feelings of the speaker. It's commonly said that the face is the reflection of mind. It conveys emotions and feelings like happiness, sorrow, anger, love, curiosity, anger, confusion, enthusiasm, fear, hatred surprise, and uncertainty. Facial expressions are indicated through the mouth (open, wide or closed), eyelids (lowered -raised), status of nose (relaxed or wrinkled), cheeks (drawn up or back) and the forehead (lowered or raised). Expressions can be effectively conveyed through eyes. Eyes play a significant role in expressing interest, anger, love, lust, greed etc.

II) Eye Contact:

Eye contact is very instrumental in social communication, which helps to adjust the flow of communication. It shows interest in others. Eye contact with



audiences increases the speaker's reliability. Teachers know the tricks of good communication, teachers, who make eye contact, open the flow of communication and convey interest, concern, warmth, and credibility.

III) Gestures:

Gestures are nothing but the movements of the hands, arms, legs, and head. Some scholars opine that gesture is a deliberate body movement, because it expresses specific and intentional meaning. An active and animated speaking style captures listeners' attention, makes the fabric more interesting, facilitates learning and provides a touch of entertainment. E.g. Head nod is a sort of gesture, which communicates positive reinforcement to listeners and indicates that one is simply listening and trying to follow the speaker.

Similarly, a wave of the hand features a specific meaning- "hello" or "good-bye"; a forefinger and a thumb touching to make a circle have the meaning - "ok".

IV) Posture and Body Orientation:

One can communicate numerous messages through one's body postures. For instance, standing straight, but not rigid, and leaning slightly forward communicates that one is amicable, friendly and responsive. Closeness between a teacher and a student results when the teacher and student face each other. A teacher should avoid looking at ceiling, or walls or out of the window while teaching; it communicates his/her disinterestedness in your teaching.

V) Space and Distance:

A spacious and well-decorated home fingers at a house owner's position within the organization and external people get a message about his importance and authority only by visiting his room. Distance is another silent tool of communication, which expresses the degree of intimacy and individual acceptance.

VIII) Touch:

Touch is employed as a sort of non-verbal communication means. Through touch, one can express a good range of emotions. However, the accepted modes of touch vary in case of a male or a female, age, their status, closeness and cultural background of those persons. For instance, in our cultural context, when one touches your shoulder or back you interpret that the person wants to ask you something.

IX) Proximity:

Proximity is normally denoted through swaying, leg movements, tapping, gaze aversion etc. Cultural norms indicate an easy distance for communication. Increasing proximity enables one to form better eye contact and increases the

opportunities for collegians to talk freely and admittedly.

X) Silence:

Silence is also one of the strong tools for communication. It can both, positive or negative meaning. For instance, during a classroom session, silence indicates that students are listening carefully or they are not understanding what the teacher wants to say.

XI) Personal Appearance:

Appearance is additionally a crucial non-verbal communication tool. Appearance includes outward behaviour such as dress, haircut, ornaments, makeup, belt, and bracelet then on. Appearance shows the degree of effect or interest of an individual to particular occasion. By uniform, one can recognise army man, military officer, student, doctor, lawyer, policeman, etc.

2.1.4. Importance of Nonverbal Communication:

Following are the importance, need, advantages and functions of nonverbal communication-

I) Expression of the Speaker's Attitude:

Various non-verbal signs of the speaker like body movements, facial expression, and visual communication are the ways of expression. This stuff plays a crucial role in expressing the attitude of the speaker, such as positive, negative, neutral etc.

II) Listener and Receiver:

Sometimes the eyes of the listeners and receivers convey their attitudes, feelings, and thoughts about the messages they read or hear.

III) Knowledge Gaining:

Attire, hairstyle, tidiness, ornaments, cosmetics, **of individuals** convey their profession, age, nationality, social or economic status, job status, etc. For example; trainees, civil services, policemen, doctors and nurses, etc. The very attire of people denote even their personality and many times nature too.

IV) Status of an individual:

The relative status of an individual is often indicated through non-verbal signs. for instance, the rooms, decoration of the room, colouring, size and properties used in the room indicate choice and status of the person.

V) Communicating Message:

Sometimes, nonverbal signs are more eloquent in communicating message about a person loud and clear. For instance, the traffic signs and colours used in the signs convey traffic rules effectively.

VI) Message to the Illiterate:

Nonverbal communication helps illiterate people to learn the meaning of signs without using language. For example, the meaning of danger is conveyed by using red colour. The meaning of positivity or vegetarian food is conveyed by using green colour. The picture of plate and fork denotes a hotel nearby.

VII) Quick Message:

Signs of nonverbal communication can convey the message quickly than written or oral communication because many times the signs have only one meaning. For example, traffic signals- where red means stop, yellow means be ready and green means go. Nonverbal communication signs used in one register generally convey only one meaning and therefore avoid miscommunication.

VIII) Providing Information:

Sometimes it is easy to provide information with nonverbal means because the information is understood even by a common person who is not expert in that field. For example, tabular information or pie chart or map.

2.2 BODY LANGUAGE:


We use visual communication to reveal our true feelings and emotions. Our gestures, facial expressions and posture, indicate our visual communication and the same is an indication of body language. Once we are ready to understand these signs, we will use it to our advantage. We can also use it to regulate our own visual communication in order that we appear more positive, engaging and approachable.

2.2.1 How to Project Positive visual communication:

Positive visual communication adds to the strength to your oral message or ideas. It avoids the sending mixed or confusing information. Following are the clues to form positive communication.

- a) Firm handshake
- b) Maintain good eye contact
- c) Open posture
- d) Avoid face touching

2.2.2. Public Speaking:



Positive visual communication also can assist one to interact with people, to mass presentation concerns and to confer confidence once one practices public speaking. Here are some important tips which will assist one for public speech.

- a) Positive posture
- b) Keep head upright
- c) Practice and excellent your posture
- d) Use open hand gestures

2.2.3. Use the subsequent tips to neutralise pressure and establish frankness:

There are following important tips to get ready for positive visual communication.

- a) Use mirroring
- b) Relax your body
- c) Look interested

B) Negative visual communication:

Being conscious of negative visual communication in others allows selecting abreast of unspoken issues or bad feelings. Therefore, in this section let's focus on few negative nonverbal signs which one can avoid.

C) Dialogs and Defending oneself:

At job places majority of us face difficult or stressed conversation. Mostly such communication becomes hard because of nervous feeling, strain, or maybe annoyance. If, we try to muffle them, these emotions can be easily evident through our visual communication. For example, if someone is hiding his own nature and pretending to be different kind of person, his discomfort and falsehood could easily seen. The signs will be as follows.

- a) Arms folded ahead of the body
- b) Minimal or tense face.
- c) Body turned far away from him.

Being conscious of these signs, you can assist yourself to regulate what you want say and the way you say it, so you'll make the other person feel more comfortable and be attentive to your viewpoint.

D) Evading Unengaged Audiences:

When we get to deliver a presentation, or to collaborate during a group, we would like see the people around us to be completely engaged. Here are some tips that folks could also be bored or disinterested in what you're saying:

- a) Sitting carelessly, with heads downward
- b) Gazing at something else, or looking upward

- c) Whispering or talking with one another
- d) Fidgeting, picking at clothes, or twiddling with pens and phones
- e) Writing or drawing portrait

When you notice that somebody is disengaged, you're during a better position to try to something about it. For instance, you'll engage your students or listeners by asking direct question or inviting to listen, or by contributing a thought of their own.

2.3 PARALANGUAGE:

Paralanguage is a component of meta-communication which modifies meaning, or convey emotion, like prosody, pitch, volume, intonation etc. It is also sometimes defined as a concerning non-phonemic properties. Paralanguage is the expanse of non-verbal communication that emphasizes visual communication and voice distinctions as means of expressing thoughts and feelings. Generally, people use paralanguage many times in a day and are sometimes not even aware that they're doing so. Various aspects of paralanguage include body posture, eye contact, hand gestures, and voice tone. Spoken qualities also are the aspects of non-verbal communication.

2.3.1 Features of Paralanguage:

The features of paralanguage can be understood through the linguist point of view, the linguist Abercrombie has ever said “we speak with our vocal organs, but we converse with our entire body. The conversational use of speech can't be properly understood unless paralinguistic elements are taken into account”. The features of paralanguage are as follows:

a. Paralanguage is systemic.

It is explained that **Paralanguage** is systemic. “Systemic” is one among the important features of paralanguage. It can only express its meaning when used within the explicit scene. It is cultural trait that when a person fumbles while speaking, he uses the sound, ‘urrr’ which is the result of paralanguage system.

b. Paralanguage is vocal or kinetic.

This point is important in learning paralanguage because this is how very often paralanguage is brought into practice. Paralanguage is generally divided into three parts, first is **gestures**, it realized through movement, the second is **proxemic**. It is also realized through movement, another is paralanguage feature, it's vocal. It is also noticed that paralanguage is **verbal** or dynamic.

c) Expressing paralanguage:

In the process of communication, persons of the two sides often use paralanguage to convey exact thoughts, convey sentimentality and attain the goal of communication once they express different thoughts and feelings, transmit the various information and confirm different purpose of language. Paralanguage may be a vivacious aspect in human communication. It can convey various meaningful information, express various words significance, and has the special communicative function and value. Paralanguage can make the language communication more precise, vivid and fill with expressive force. It plays the multi-layered role of beautifying, determining, signifying words. Some methods of expressing meanings and words significance are as follow:

i) Stress:

In spoken communication, significance of the word changes according to the strain. Sentence, words change the stress as well as pitch according to the emotion or feeling. While using paralanguage stress method, a speaker may change meaning and convey different information while communicating. The listener too grasps the thought and understands the intension of the speaker in conveying that information. For example-

- a. Sumit didn't speak with his mother last night. (stress on the word Sumit will change meaning)
- b. Sumit didn't speak with his mother last night. (stress on the word speak will change meaning)
- c. Sumit didn't speak with his mother last night. (stress on the word mother will change the meaning)
- d. Sumit didn't speak with his mother last night. (stress on the word night will change the meaning)

In the existing linguistic environment, when the position of the strain of the four sentences above changes their significance of language use and words significance also changes with it. It is often seen that the strain of paralanguage, may have the many implications of use of language. Speakers also establish words significance, and select the way of expression in continuation with their own intention.

ii) Intonation:

Intonation may be a quite intricate pronunciation technique of significant expressions. Speakers can convey different information and significance by using

special intonation in words. In speech communication, the falling tone generally implies serious inquiry; the rising tone often expresses the anticipation or the suspicious meaning; falling then rising tone denotes curiosity, doubt, satire . for instance:

- a. I should | gó |.
- b. I should | gó. |
- c. I 'should go. |
- d. I | shòuld go. |
- e. I | shǒuld go. |

In above examples-

- a. First sentence expresses the traditional intonation in communication. That means serious meaning.
- b. Second sentence contains the rising tone. It expresses the meaning whether he's willing to call me to go
- c. Third sentence has rapid decline in I, then stress on should conveys the necessity of going.
- d. Fourth sentence lowering on should, suggests that you simply don't let me to travel but I bend on going;
- e. Fifth sentence, should is including falling and rising tone, the meaning is I'm willing to travel. within the words, the change of intonation may have the various implications.

iii) Pause:

Pause is vocal segregates in paralanguage. The pause here refers to filled pauses. When filled pause, there are paralanguage acts. For example, utilizes “or” “em” “wh” and a few glossaries loses the dictionary significance, like “well”, “you know” then on considerable words. The tactic of pause used in communication may cause the change in standing of words, brings to listener’s attention and firming the expression effect of the words used after pause.

For example:

Maya said / her mother is completed for.

Maya / said her mother / is completed for.

Generally, it's also amid facial expressions, hand signals, postures then on non-speech act during stop, even silences also are a way to transmit the knowledge and therefore the emotion.

iv) Length:

Length in communication in the two parts of the dialog may convey different intent of language. Length of the sound is explained as- the pronunciation time of a phoneme during a word or phrase. Generally, the length of sound features a fixed value. For example, in English /a: / pronounce a bit longer than /ʌ/. In the process of actual communication, we will elongate the tune to too long or use the too short pronunciation to express the special significance consistent with the first meaning of wordlist, the linguistic situation and therefore the state of communication. This type of vocal qualifiers produced from the control of articulation organs may express dissatisfied, annoyed, elated, astonished then on complex emotion and therefore the different intention of language. For instance, when discussing paralinguage: you're so handsome. After stress and length 'handsome', its meaning will be different. The precise meaning that the speaker wants to convey is that the listener thinking himself is clever.

2.4. MODES OF COMMUNICATION AND TECHNICAL COMMUNICATION

2.4.1. Modes of Communication:

There are five methods of communication such as- verbal, non-verbal, written, listening, and visual.

i.) Verbal communication:

Verbal communication takes place when we engage ourselves in speaking with others. It may be face-to-face, phone conversation, via Skype or Zoom, etc. Some verbal activities are informal, like chatting with a lover over coffee, or grape communication while others are more formal, like a scheduled meeting. It's not almost the words, it's also about the quality and complexity of these words, how we string those words together to make an all-encompassing message, because of the intonation (pitch, tone, cadence, etc.) used while speaking. And when in face-to-face communication the words are equally significant and can't be separated from non-verbal communication.

ii.) Non-verbal communication:

Non-verbal way of communication includes: eye contact, facial expressions, posture, movements of hands, and touch. For example, if you're engaged in discussion with your boss about your new project, it's important to concentrate to both their words along with the aspects non-verbal communication. Your boss may agree with your idea verbally, but the nonverbal signs: avoiding eye

contact, sighing, creased up face, etc. indicate something different.

iii.) Written communication:

Whether it's an email, a memo, a report, a Face book post, a Tweet, a contract, etc. all sorts of written language have corresponding goal to circulate information in a clear and succinct manner though that objective is usually not achieved. In fact, poor writing skills often cause confusion and embarrassment, and even possible legal risk. One important thing to recollect about written language, especially, in the digital age, is that the message lives on, perhaps in permanency.

iv). Listening:

The act of listening may not be counted as kind of communication. But active listening is counted as part of communication because if we cannot hear the person sitting across us, we cannot effectively understand his meaning and intension. A negotiation – a part of the method is to assess what the other person wants and wishes. Without listening, it's impossible to judge that, which makes it difficult to realize a win/win outcome.


v). Visual communication:

We are a visible society for instance televisions are running 24/7, Face book is visual with memes, videos, images, etc., Instagram is an image-only platform, and advertisers use imagery to sell products and concepts. The pictures we post on social media to convey meaning – to speak a message.

2.4.2. TECHNICAL COMMUNICATION:

In communication process, there are various forms, modes, channels, streams used by the communicators. Today, in the changing sphere of communication, technical communication aspects invite larger attention of people from variegated fields. The term itself explains the way practiced with the assistance of technology and the techniques in several disciplines of knowledge. The prime aim of technical communication today is to transmit important information effectively and efficiently and make it clear, concise, and concrete.

The term, technical communication has been a means to convey scientific, engineering, or other technical area information. The information is normally captured into paper documents, computer-based training, web pages, digitally retained text, audio, video, and other technological multimedia devices. This communication is specially performed by specialized trained employees, engineers, or consultants in various fields. For example, A user manual is prepared specially by an expert in language and technology. It is a common practice that companies assign



technical communication responsibility to the professionals who are technically sound. We have many programmers, engineers, scientists, trained professionals etc to carry out the tasks. The technical communication requires standards in drafting and preparing the data or manuals.

Technical communication not only includes document creation but it also gains user's expertise in creating instructional design, training programs, technical illustrations, manuals for a company etc. Technical communication is different from other styles of writing. This writing is not at all expressive, journalistic, or creative literature type but it strictly adheres to the basics and the fundamentally designed structures. It is quite clear, precise and concrete way of communication avoiding vague literary references.

We have multiple examples of technical communication especially in the written form such as- reports, emails, proposals, and directions, manuals etc. Besides written practice, there are visual and oral modes such as presentations, videos, info graphics, diagrams, etc.

Technical communication is proved useful today in the sphere of science, technology, art, culture, literature etc. It is a practice-oriented communication type that helps in major at problem-solving tactics, like making analysis, research, design, and production to communicate intricate information effectively. It includes various knowledge domain including technical writing, drafting or editing, instructional design, training, translation, information architecture, user experience design, document design, and more.

Characteristics of Technical communication:

Technical communication, an objective and technical process has following characteristics:

- a) It communicates the messages or drafts about technical or specialized topics, such as computer applications, medical procedures, or environmental regulations, special advisories.
- b) Communication is done with the help of technology such as emails, notices, sites, help files, or social media sites.
- c) In technical communication instructions in field of medical practices help patients and care-providers manage a patient's treatment. It assists in improving the health of the patient while reducing costs and risks related to incorrect care.

- d) It provides assistance to technical experts in the form of functional specifications and proposals which help one group to communicate effectively with other technical experts.
- e) The technical communication system arranges training programs to provide people new, improved, and innovative skills for making them more employable and perform the work more efficient and safer.
- f) The communication through well-designed websites makes it easier to the users to seek information.
- g) Technical illustrations are a sort of communication which clarifies steps or identify the parts of a product which makes users get task done fast and with more accuracy.

Examples of Technical Communication:

- a) Reports by Technical Writers & Editors on Company product
- b) Instructional Design preparations
- c) Technical Illustrations for specific product in advertisements e.g. Mobile phone ads
- d) Visual Designing and architecture planning
- e) Web Designing and Website creation
- f) Literature or manuals by expert researchers
- g) Trainers and E-Learning Developers

EXERCISES:

Que No. 1 Multiple choice questions

1. Nonverbal communication relies on -----
 - A) Writing B) Speaking C) Oral and written D) Physical movements.
2. Which of the following is not nonverbal communication
 - A) Gesture B) Signals C) Eye contact D) Oral
3. Body language is----- communication
 - A) Oral B) Written C) Verbal D) Non verbal
4. Silence is ----- communication
 - A) Dumb B) Verbal C) Nonverbal D) Not
5. Negative body language involves-----
 - A) Poor eye contact B) Regular eye contact C) Upright posture D) Open face
6. Firm handshake is a component of -----
 - A) Paralanguage B) Body language C) Technical aid D) All of the above

7.Face to face communication is known as -----communication.

A) Nonverbal B) Verbal C) Technical D) Verbal and non-verbal

8.Technical communication refers to-----

A) Use of technology B) Social media sites C) Emails D) All of these

9.Machine learning is -----communication

A) Technical B) Verbal C) Nonverbal D) None of these

10. Pragmatic code is a component of -----

A) Technology B) Paralanguage C) Body language D) Pseudo language

Que no 2. Write short notes

1. Define and explain verbal communication.

2. What is nonverbal communication and what are its components?

3. What are the features of body language?

4. What are the qualities of positive body language?

5. What is negative body language and how it is different from positive?

6. What is paralanguage and its features?

7. Use of intonation in paralanguage.

8. Importance of stress in paralanguage

9. What are the modes of communication.

10. What is technical communication?

11. What are the characteristics of technical communication

12. Why do we need technical communication? Give examples



**KAVIYATRI BAHINABAI CHAUDHARI NORTH
MAHARASHTRA UNIVERSITY, JALGAON**

FACULTY OF HUMANITIES

Choice Based Credit System

THIRD YEAR BACHELOR OF ARTS (TYBA): ENGLISH

SEMISTER V and VI

(W.E.F. 2020-2021)

Learning Outcome-

CBCS syllabi of T.Y. B.A. English is framed in accordance with the given suggestions.

- 1. The paper of AEC- Developing Communication Skills intends to give practice in spoken and written communication which will open opportunities for them in business and corporate world.**

Ability Enhancement Course (AEC)

**AEC: Developing Communication Skills
Semester V**

Objectives-

1. To acquaint students with various modes of communication
2. To intimate students about various types of written communication
3. To inform students about various types of oral communication
4. To give practice to students in various modes of communication

External- 60 marks

Internal- 40 marks

Credits: 02

**Theory- 01 credit (15 clock hrs)
Practical- 01 credit = 02 credits (30 hrs)**

Unit 1. Written Communication

- I) Letter Writing:
 - A) Formal Letters:
 - i) Business Correspondence: Sales letter, Enquiry letter, Order and Replies
 - ii) Application for Jobs
 - B) Goodwill Letters: Invitation, Congratulations, Thanking
- II) Notice, Agenda, Minutes of Meeting.
- III) Advertisement Writing.

Unit 2. Comprehension and Writing Skills

- I) Summarization
- II) Reading Comprehension
- III) Expansion of an Idea
- IV) Story Building
- V) Report Writing: Types, Structure, Parts, Examples
- VI) Usages of Punctuations

Semester VI

External- 60 marks

Internal- 40 marks

Credits: 02

Theory- 01 credit (15 clock hrs)
Practical- 01 credit = 02 credits (30 hrs)

Unit 1. Oral Communication

- I) Interviews: Types, Preparation, Self-Assessment, Questions Commonly asked in an Interview
- II) Presentation Skills
- III) Speeches: Stages, Occasions and Examples
- IV) Dialogue Skills
- V) Group Discussion: Group Dynamics, Purposes and Tips for Preparation

Unit 2 . Methods of Communication: Non-verbal and Technical

- I) Non Verbal Aspects of Written Communication
- II) Body Language
- III) Paralanguage
- IV) Modes of Communication and Technical Communication

Recommended Books:

1. Rai, Urmila and S.M. Rai *Business Communication*. Mumbai: Himalaya Publishing House, 2013,
2. Mohan, Krishna and Meera Bannerji *Developing Communication Skills*. Bengaluru: Trinity Press, 2018,

Recommended Readings:

1. Badi, R. V. and K. Aruna. *Business Communication*. Delhi: Vrinda Publications (P) Ltd., 2008.
2. Chanda, P. R. and Sangeeta Magan. *Elements of Business Communication*. Delhi: International Book House Pvt. Ltd., 2013.
3. Chaturvedi, P.D. *Professional Communication*. Delhi: Pearson, 2011.
4. Dey, Sushmit. et.al. *Business Communication*. Mumbai: Reliable Publications, 2012.
5. Murphy, Herta A. and et.al. *Effective Business Communication*. New Delhi: Tata McGraw Hill Foundation Private Limited, 2009.
6. Prasad, Sona. *Business Communication*. Nagpur: Sai Jyoti Publication, 2011.
7. Raman, Meenakshi and Prakash Singh. *Business Communication*. New Delhi: Oxford University Press, 2012.

8. Rao, Nageshwar and Rajendra Rao. *Communication Skills*. Mumbai: Himalaya Publishing House, 2012.
9. Rizvi, M. Ashraf. *Effective Technical Communication*. New Delhi: Tata McGraw Hill Education Private Limited, 2012.
10. Taylor, Shirley and V. Chandra. *Communication for Business: A Practical Approach*. Delhi: Pearson, 2011.

Ability Enhancement Course (AEC)
AEC: Developing Communication Skills

Question Paper Format

Semester V

Time- 2 Hrs.	Marks- 60
Q.1. MCQ on all Units (10/13)	(10 Marks)
Q.2. A) Answer following questions	
i) Summarize the following Passage	(06 Marks)
OR	
ii) Read the following passage answer the questions given below.	
B) Attempt any one of the following.	(06 Marks)
i) Expansion of an Idea	
ii) Complete the story using given points.	
Q.3. A) Short Notes (Usages of Punctuations, Types, Parts and Structure of Report) (2/4)	(08 Marks)
B) Write a report. (1/2)	(06 Marks)
Q. 4.A) Question on Application/ Business Letter (1/2)	(06 Marks)
B) Question on Letter of Invitation/Congratulations/Thanking (1/2)	(06 Marks)
Q.5. A) Answer any one of the Following.	(06 Marks)
i) Question on Notice and Agenda of meeting.	
ii) Question on Minutes of meeting.	
B) Prepare an Advertisement (1/2)	(06 Marks)

Semester VI

Time- 2 Hrs.	Marks- 60
Q.1. MCQ on all Units (10/13)	(10 Marks)
Q.2. A) Question on Speeches. (1/2)	(06 Marks)
B) Question on Presentations. (1/2)	(06 Marks)
Q.3. A) Short Notes Interviews/ Dialogue Skills (2/3)	(08 Marks)
B) Imaginary Conversation at the Interview (No internal option)	(06 Marks)
Q. 4. Short Notes on Body Language and Paralanguage (3/5)	(12 Marks)
Q.5. Short Notes on Non Verbal Aspects of Written Communication and, Modes of Communication and Technical Communication. (3/5)	(12 Marks)

Discipline Specific Elective 3 A (DSE 3 A)

DSE 3 ENG A : Twentieth Century English Literature

SEM –V

External- 60 marks

Internal- 40 marks

Credits – 03 (45 clock hrs)

Objectives-

1. To explain the students development of poetry in English
2. To acquaint the students with features and types of modern poetry, drama and novel
3. To introduce the students with major poets, novelists and dramatists in modern English literature.

Credits-03

Unit1. Background: i) Literary Trends and Tendencies in British Poetry, Drama and Novel

ii) Contribution of the major poets, dramatists and novelists to English Literature.

Unit 2. Poetry Section :

I) W. B. Yeats- i. *A Prayer for My Daughter*.

ii. *Sailing to Byzantium*.

II) T.S. Eliot - i. *Journey of Magi*.

ii. *Morning at the Window*.

III) W.H. Davies- i. *The Kingfisher*

ii. *Money*.

Unit 3. Drama: *Waiting for Godot*- Samuel Beckett.

Discipline Specific Elective 3 B (DSE 3 B)

DSE 3 ENG B: Twentieth Century English Literature

SEM-VI

External- 60 marks

Internal- 40 marks

Credits – 03 (45 clock hrs)

Unit 1. Background: i) Literary Trends, Tendencies in twentieth century British Poetry, Drama and Novel.

ii) Contributions of the major poets, dramatists and novelists to British Literature.

Unit2. Poetry Section:

I) Dylan Thomas - i. *A Fern Hill* ii. *The Hunchback in the Park*.

II) Wilfred Owen – i. *Dulce et Decorum Est*. ii. *Futility*.

III) W.H. Auden - i. *The Shield of Achilles* ii. *Now the leaves are Falling Fast*.

Unit 3. Novel: *Lord of the Flies*- William Golding

Recommended Books:

1. Abrams, M. H. *A Glossary of Literary Terms*, 3rd edn. Macmillan Company of India Ltd. 1978.
2. Blamires, Harry. *Twentieth Century English Literature*. Macmillan, 1982.
3. Boris Ford, ed. *The Pelican Guide to English Literature*, Vol. VII 3rd Edn. Penguin Books Ltd. New York, 1973.
4. C.B. Cox and A. E. Dyson, ed. *Poems of This Century*. 1970.
5. Cronin, A. *Samuel Beckett: The Last Modernist*. London : Flamingo, 1997
6. Esslin, Martin. *The Theatre of the Absurd*, revised and enlarged edition, Penguin Books, 1976.
7. John Hayward, edit. *The Penguin Book of English Verse*, 1987.
8. Laura Marcus and Peter Nicholls. Edt. *The Cambridge History of Twentieth Century English Literature*, Cambridge University Press, 2004.
9. Margaret Drabble. edit. *The Oxford Companion to English Literature*. O.U.P. 1996
10. Press. John. *A Map of Modern English Verse*. London: Oxford University Press, 1969.
11. Philip Larkin, edit. *The Oxford Book of Twentieth Century English Verse*. O.U.P. U.K. 1973
12. Scully, James. *Modern Poets on Modern Poetry: A Critical Introduction*. New York: Oxford University Press, 1960.
13. Sheppard, C.A. ed. *A Pageant of Poems*. Orient Longman Ltd. New Delhi, 1977.
14. Tuma Keith, ed. *Anthology of Twentieth Century British and Irish Poetry*. O.U.P. 2001.

Discipline Specific Elective 3 A (DSE 3 A)

DSE 3 ENG A: Twentieth Century English Literature

Question Paper Format

SEM- V

Time -2 Hrs.		Marks- 60
A.1. A) Multiple Choice Questions (on all prescribed units)	(6/8)	(06 marks)
B) Answer the following questions in One sentence each (on all prescribed units)	(6/8)	(06 marks)
Q.2. A) Long Answer Question on Background		(12 marks)
OR		
B) Write Short Notes on Background (3/5)		
Q. 3. Long Answer Question on prescribed Poems (1/2)		(12 marks)
Q.4. Long Answer Question on prescribed Drama (1/2)		(12 marks)
Q. 5. Short Notes on prescribed Poems and Drama (3/5)		(12 marks)

Discipline Specific Elective 3 B (DSE 3 B)

DSE 3 ENG B: Twentieth Century English Literature

Question Paper Format

SEM- VI

Time -2 Hrs.		Marks- 60
A.1. A) Multiple Choice Questions (on all prescribed units)	(6/8)	(06 marks)
B) Answer the following questions in One sentence each (on all prescribed units)	(6/8)	(06 marks)
Q.2. A) Long Answer Question on Background		(12 marks)
OR		
B) Write Short Notes on Background (3/5)		
Q. 3. Long Answer Question on prescribed Poems (1/2)		(12 marks)
Q.4. Long Answer Question on prescribed Novel (1/2)		(12 marks)
Q. 5. Short Notes on prescribed Poems and Novel (3/5)		(12 marks)

Discipline Specific Elective 4 A (DSE- 4 A)

DSE 4 ENG A: The Study of English Language

External- 60 marks

Internal- 40 marks

Credits: 03 (45 clock hrs)

Objectives:

- 1) To introduce the students to the properties, styles, and varieties of English language.
- 2) To acquaint the students with grammatical forms and functions in English language.
- 3) To enable the students learn and practice morphological concepts and word formation processes.
- 4) To introduce the students to the basic concepts in semantic, lexis and syntax in English language.

Sem.-V

Unit 1. Language : i) Definitions and Properties of Language

ii) Register and style, dialect, idiolect, sociolect, slang, pidgin and creole

Unit 2. Phonology: i) The Speech Mechanism: Organs of Speech

ii) Phoneme, Allophones, Syllable

iii) Classification and Description of Speech Sounds: Consonants and Vowels

iv) Stress and Intonation

Unit 3. Grammar: i) Elements of Sentence

ii) Noun Phrase

Discipline Specific Elective 4 B (DSE- 4 B)

DSE 4 ENG B: The Study of English Language

Sem.-VI

External- 60 marks

Internal- 40 marks

Credits- 03 (45 clock hrs)

Unit 1. Language: i) Standard and Non-standard English

ii) British, American, and Indian English

Unit 2. Morphology: i) Morpheme: Free and Bound, Allomorph

ii) Processes of Word-formation: Affixation- (Suffixation, Prefixation),
Conversion, Clipping, Blending, Reduplication, Back formation.

Unit 3. Lexis and Syntax: i) **Lexis:** Type of vocabulary- Simple/complex, formal colloquial

ii) **Syntax:** Determiners, Verb Phrase

Recommended Books:

- 1) Bansal, R. K. and J. B. Harrison. *Spoken English For India*. Mumbai: Orient Longman, 1972.
- 2) Green, David. *Contemporary English Grammar, Structures and Composition*. Delhi: Macmillan, 1971.
- 3) Jones D. *The Pronunciation of English*. Cambridge: Cambridge University Press, 1956.
- 4) Jones D. *Cambridge English Pronouncing Dictionary*. Cambridge: Cambridge University Press, 2006.
- 5) Leech, G. N. and Svartvik. *A Communicative Grammar of English*. London: Pearson Education, 2004.
- 6) Pal, Rajendra and Premlata Suri. *English Grammar and Composition*. Delhi: S. Chand and Son, 1971.
- 7) Quirk, Randolph and Greenbaum. *A University Grammar of English*. London: Longman, 1973/2000.
- 8) Syal, P. and D. V. Jindal. *An Introduction to Linguistics: Language, Grammar and Semantics*. New Delhi: Prentice Hall of India Ltd., 1999.
- 9) T. Balasubramaniam. *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd., 1996.
- 10) Varshney, R. L. *An Introductory Textbook of Linguistics and Phonetics*. Bareilly: Student Store, 1988.
- 11) Verma, S. K. and N. Krishnaswamy. *Modern Linguistics: An Introduction*. New Delhi: Oxford University Press, 1989.
- 12) Yule, G. *The Study of Language*. Cambridge: Cambridge University Press, 1995.

Discipline Specific Elective 4 A (DSE- 4 A)

DSE 4 ENG: The Study of English Language

Format of Question Paper

Semester - V

Time: Two Hours

Max. Marks: 60

Q.1 Multiple Choice Questions (All Units) (12/15)

12 Marks

Q.2 A) Attempt any one a) LAQ **OR** b) Short Notes(2/5) on Language orientation. 08 Marks

B) Short Questions Language orientation (2/4)

06 Marks

Q.3 On Phonetics and Phonology

A) Answer the following questions. (3/5)

12 Marks

- | | |
|---|----------|
| B) Attempt the following- short questions (Any two of Four) | 06 Marks |
| C) Transcribe the following words and mark accent (Any Four out of Six) | 04 Marks |
| Q.4 On Grammar | |
| A) Answer the following questions-(Elements of sentence) (2/4) | 06 Marks |
| B) Fill in the blanks (Any Three out of Five) | 03 Marks |
| C) Identify the following structures (Any Three out of Five) | 03 Marks |

Discipline Specific Elective 4 A (DSE- 4 B)

DSE 4 ENG B: The Study of English Language

Format of Question Paper

Semester – VI

Time: Two Hours

Max. Marks: 60

Q.1 Multiple Choice Questions (All Units) (12/15)	12 Marks
Q.2 A) Attempt any one a) LAQ OR b) Short Notes(2/5) on Language orientation.	08 Marks
B) Short Questions Language orientation (2/4)	06 Marks
Q.3 On Morphology	
A) Short Questions/Short notes on morphological terms (3/5)	12 Marks
B) Define and illustrate the following word formation process (2/5)	06 Marks
C) Analyse the following words morphologically (4/6)	04 Marks
Q.4 On Lexis and Syntax	
A) Answer the following questions. (3/5)	09 Marks
B) Fill in the blanks (3/6)	03 Marks

Note: 20 Marks Practical examination is to be conducted in each semester by the concerned subject teacher. (10 Marks Journal with 5 practical + 10 Marks oral)

Out of remaining 20 marks, 10 marks each are for Attendance and Behaviour and Seminar/Presentation/Home Assignments/Field Visit. (i. e. 20+10+10 = 40)

Discipline Specific Core Course 1 E (DSC 1 E)

DSC ENG 1 E: Indian Writing in English

Sem. V

Objectives-

1. To introduce students with development of English Literature by Indian Writers
2. To acquaint students with major writers of Indian English Literature
3. To introduce students with content, techniques and styles of Indian writers in English.

External- 60 marks

Internal- 40 marks

Credits- 03 (45 clock hrs)

Unit 1. Background: i) Development of Indian English writing with reference to Poetry and Drama.

ii) Trends, movements and features of Indian English writing with reference to Poetry and Drama.

Unit 2. Poetry Section :

I) K. N. Daruwalla- i. *From Ruminations* ii. *Fire Hymn.*

II) Kamala Das. - i. *The Sunshine Cat.* ii. *My Grandmother's House*

III) Nissim Ezekiel- i. *Enterprise* ii. *Philosophy.*

Unit 3. Drama: Girish Karnad – *Nag Mandal*

Discipline Specific Core Course 1 F (DSC 1 F)

DSC ENG 1 F: Indian Writing in English

Sem. VI

External- 60 marks

Internal- 40 marks

Credits- 03 (45 clock hrs)

Unit 1. Background: i) Development of Indian English writing with reference to Poetry and Novel.

ii) Trends, movements and features of Indian English writing with reference to Poetry and Novel.

Unit 2. Poetry Section:

I) Arun Koltkar- i. *The Boat Ride.* ii. *Blue Horse (from Jejuri).*

II) Jayant Mahapatra- i. *Indian Summer*.

ii. *The Logic*.

III) R. Parthsarathy- i. *From Exile*.

ii. *From Trial*.

Unit 3. Novel: Sudha Murthy- *Dollar Bahu*.

Recommended Books:

1. Ten Twentieth Century Indian Poets Chosen and edited by R.Parthsarathy, Oxford University Press, New Delhi. 1976.
2. Indian English Poetry Since 1950: An Anthology ed. by Vilas Sarang and Published by Orient BlackSwan, Hyderabad, 1990.
3. Indian Poetry in English ed. by Makarand Paranjape , published by Laxmi Publications, New Delhi, 2000.
4. Iyengar, K. R. S. *Indian Writing in English*. New Delhi: Sterling Publishers. 2004.
5. Kumar N. *Indian English Drama : A Study in Myths*. New Delhi, Sarup & Sons, 2003.
6. Naik, M. K. *Aspects of Indian Writing in English*. Delhi: Macmillan Indian Ltd. 1999.
7. Naik, M. K. *History of Indian English Literature*. New Delhi: Sahitya Academy. 1960.
8. Naik, M. K. *Twentieth Century Indian English Fiction*. Delhi: Pencraft International. 2004.
9. Naik, M. K. et al. *Critical Essays on Indian Writing in English*. Madras: Macmillan India Ltd. 1977.
10. Pathak, R. S. *Modern Indian Novel in English*. Creative New Literature Series, 28. New Delhi: Creative Books. 1999.
11. Rao, C. R. Visweswara. *Indian Writing Today*. New Delhi: Indian Association for English Studies. 1996.
12. Venkata Reddy.K, Dhavan R.K. ed. *Flowering of Indian Drama*. Prestige, New Delhi ,2004.

Discipline Specific Core Course 1 E (DSC 1 E)

DSC ENG 1 E: Indian Writing in English

Sem. V

QUESTION PAPER FORMAT

Time -2 Hrs.

Marks- 60

A.1. A) Multiple Choice Questions (on all units)(6/8)

(06 marks)

B) Answer the following questions in one sentence each(on all units)(6/8)

(06 marks)

Q.2. A) Long Answer Question on Background

(12 marks)

OR

- B) Write Short Notes on Background (3/5)
- Q. 3. Long Answer Question on prescribed Poems (1/2) (12 marks)
- Q.4. Long Answer Question on prescribed Drama (1/2) (12 marks)
- Q. 5. Short Notes on prescribed Poems and Drama. (3/5) (12 marks)

Discipline Specific Core Course 1 F (DSC 1 F)

DSC ENG 1 F: Indian Writing in English

Sem. VI

Time -2 Hrs.

Marks- 60

- A.1. A) Multiple Choice Questions (on all units)(6/8) (06 marks)
- B) Answer the following questions in one sentence each(on all units)(6/8) (06 marks)
- Q.2. A) Long Answer Question on Background (12 marks)

OR

- B) Write Short Notes on Background (3/5)
- Q. 3. Long Answer Question on prescribed Poems (1/2) (12 marks)
- Q.4. Long Answer Question on prescribed novel (1/2) (12 marks)
- Q. 5. Short Notes on prescribed Poems and novel. (3/5) (12 marks)

Skill Enhancement Course

SEC ENG: English for Practical Purposes 3 & 4

Objectives of the Course:

1. To enable students learn and practice usages in spoken and written English
2. To introduce students various skills in using practical English in real life situation
3. To encourage students prepare for attending job interviews, develop presentation skills, learn professional skills in communicative English.
4. To make students able to exercise spoken and written English skills for their career development.

Skill Enhancement Course

SEC 3 ENG: English for Practical Purposes

Sem. V

External- 60 marks

Internal- 40 marks

Credits- 02

Spoken Communication

Unit-I: i) Effective Listening ii) Strategies in Speaking English

Unit-II: i) Interviewing

ii) Using English in Real Life Situation / Situational Conversation

Unit-III: i) Compering an event ii) Platform Speaking

Unit-IV: i) Extempore /Impromptu Speech ii) Narrating an event/incident/story

Skill Enhancement Course

SEC 4 ENG: English for Practical Purposes

Sem. VI

Credits- 02

30 clock Hrs.

Written Communication

Unit-I: i) Making advertisements ii) Book Review

Unit-II: i) Tourist Leaflet ii) Short News Writing

Unit-III: i) Content Writing iii) Note-Making and Note-taking

Unit-IV: i) Guided story-building iv) Essay Writing

Recommended Books :

1. Effective English Communication for you- V.Syamala
2. A Course in Listening and Speaking - I Sasi Kumar, Dutt, Rajeevan.

3. A Course in Listening and Speaking - II Sasi Kumar, Dutt, Rajeevan.
4. English Conversation Practice - Grant Taylor
5. Everyday Dialogues in English - Robert J.Dixson
6. A Handbook of Communication Skills in English - Prin R.A. Kulkarni
7. Speaking Effectively - Jeremy Comfort, Rogerson, Stott and Utley.
8. Sharma, Richa & S.P.Bakshi. Descriptive General English. Arihant Publishers.2012.

Skill Enhancement Course
SEC 3 ENG: English for Practical Purposes

Sem. V

Marks:60

Time: 2hrs

- | | |
|---|------|
| Q. 1. MCQs on all Units (12/15) | (12) |
| Q. 2. A) Effective Listening (1/2) | (6) |
| B) Speaking Skills (1/2) | (6) |
| Q.3. A) Interviewing (1/2) | (6) |
| B) Situational Conversation (1/2) | (6) |
| Q.4. A) Compeering an event (1/2) | (6) |
| B) Platform speaking (1/2) | (6) |
| Q.5. A) Extempore /Impromptu Speech (1/2) | (6) |
| B) Narrating a story/event/incident (1/3) | (6) |

Skill Enhancement Course
SEC 3 ENG: English for Practical Purposes

Marks:60

Time: 2hrs

- | | |
|--------------------------------------|------|
| Q. 1. MCQs on all Units (1/2) | (12) |
| Q. 2. A) Making advertisement (1/2) | (6) |
| B) Book Review (1/2) | (6) |
| Q.3. A) Tourist Leaflet (1/2) | (5) |
| B) Short News Writing (1/3) | (5) |
| Q.4. A) Content Writing (1/3) | (5) |
| B) Note-Making and Note-taking (1/2) | (5) |
| Q.5. A) Guided story building (1/2) | (6) |
| B) Essay writing (1/3) | (10) |

Generic Elective Course GE-1(A and B)
GE Eng A and B: Film and Literature

Objectives:

- a) To introduce the students the concept of film and its origin and development.
- b) To make the students able to understand the similarities and differences in film and literature
- c) To enable the students explore the process of adaptation and come to an understanding of how film interacts with other cultural forms such as theatre and fiction.
- d) To help the students analyze and judge film as an adaptation of literary text
- e) To develop among the students the ability to comprehend art of cinema making from a literary text.

Generic Elective Course GE-1(A)
GE Eng A: Film and Literature
Semester-V

External- 60 marks
Credits- 03

Internal- 40 marks
45 Clock Hrs.

Unit I: i) Film and Literature: Concept, Origin, Nature and Development

ii) Aspects of Film and Literature

iii) Literature and Film Adaptations

Unit: II i) Studies in Texts and Films: English Drama and English Film

Pygmalion (Drama by G. B. Shaw) – *My Fair Lady* (Movie- 1964 Director: George Cukor,)

Unit: III i) Studies in Texts and Films: English Novel and Indian Hindi Film

Namesake (Novel by Jhumpa Lahiri, 2003) and the Film- *The Namesake* (Directed by Meera Nair)

Generic Elective Course GE-1(B)
GE Eng B: Film and Literature
Semester-VI

External- 60 marks
Credits- 03

Internal- 40 marks
45 Clock Hrs.

Unit I: i) Indian Literature in Films: Nature and Development

ii) Indian Literature and Its Film Adaptations

iii) Regional Literature and Film

Unit: II i) Studies in Texts and Films: English Novel and Hindi Film

Guide (Novel by R.K.Narayan) – *Guide* (Movie- 1965 Director: Vijay Anand)

Unit: III i) Studies in Texts and Films: Marathi Novel and Marathi Film

Natsamrat (Drama by Shirwadkar)- *Natsamrat* (Film- 2016 Directed by Mahesh Manjrekar)

Recommended Books:

1. "Introduction to Film Studies" from *Film Studies: Critical Approaches*. ed. John Hill and Pamela Church Gibson. Oxford: Oxford University Press.
2. Andrew Dudley (2009) "Adaptation" In *Film Theory and Criticism*. ed. Leo Braudy, Marshall Cohen. Oxford: Oxford University Press. 2009.
3. Andrew, Dudley *The Major Film Theories: An Introduction*. Oxford: Oxford University Press, 1976.
4. Ashish Rajadhyaksha and Paul Willemen, ed. *Encyclopaedia of Indian Cinema*. London: British Film Institute. Bazin, Andre.
5. Corrigan, Timothy Ed., *Film and Literature*. London: Routledge, 2012. Print
6. Excerpts from "Masters of Light, Servants of Shadow: Reflections on the Ambient History and Practice of Cinematography in India" by Shuddhabrata Sengupta, Raqs Media Collective. <http://cameraworking.raqsmediacollective.net/pdf/presentation/shuddha>.
7. King, Laurence. *Film: A Critical Introduction*. London.
8. Monaco, James. *How to Read a Film.*, New Delhi: OUP, 2009.
9. Prasad, Madhava. *The Ideology of the Hindi Film: A Historical Construction*. Delhi: Oxford University Press, 1998.
10. Rajadhyaksha, Ashish. "Indian Cinema: Origins to Independence" & "India: Filming the Nation." In *The Oxford History of World Cinema*, ed. Geoffrey Nowell-Smith, New York: Oxford University Press, 1996
11. Ray, Satyajit. *Our Films, Their Films*. New Delhi :Hyperion, 1983.
12. Romeo and Juliet: <https://www.imdb.com/list/ls000078810/>
13. Tom Gunning. 1995. "An Aesthetic of Astonishment: Early Film and the Incredulous Spectator." In *Viewing Positions: Ways of Seeing Film*. ed. Linda Williams. New Brunswick: Rutgers University Press.
14. *Understanding Film Theory*. London: Palgrave, 2011
15. Villarejo, Amy. *The Basics: Film Studies.*, London: Routledge, 2009.
16. Dyer, Richard *The Medium of Cinema*. 2000.
17. Truffaut Francois *What is Cinema?* Foreword. Berkeley: University of California Press, 2005.
18. *Film Theory and Criticism*. 5th ed. NY & Oxford: Oxford University Press, 1999.
19. *Making Meaning in Indian Cinema* – R. Vasudevan
20. "What Ails Indian Filmmaking?" – S. Ray
21. Ranjani Mazumdar *Bombay Cinema*, Orient Blackswan pvt. Ltd.
22. Cahir, L. *Literature into film: Theory and Practical Approaches*. Jefferson, N.C.: McFarland & Company. 2006

23. Harrison, S. *Adaptations: From Short Story to Big Screen: 35 Great Stories That Have Inspired Great Films*. New York: Three Rivers Press. 2005.

24. Films: *My Fair Lady, Romeo and Juliet, Omkara, Haider, Three Idiots, Kai Po Che, Natarang, Gaban*

Generic Elective Course GE-1(A)
GE Eng A: Film and Literature
Semester-V

Question Paper Forma

Marks:60

Time: 2hrs

- Q. 1. MCQs on all Units (12/15) (12)
- Q. 2. A) Short Question on Origin and Nature of films (10)
- OR
- B) Short Question on aspects/elements/adaptations of film
- Q.3. A) Short Question on *Pygmalion* the text (1/2) (6)
- B) Short Question on *My Fair Lady* movie (1/2) (7)
- Q.4. A) Short Question on *The Namesake* text (1/2) (6)
- B) Short Question on *The Namesake* movie (1/2) (7)
- Q.5. Short Notes on Text & Film (1/2) (12)

Generic Elective Course GE-1(B)
GE Eng B: Film and Literature
Semester-VI

Marks:60

Time: 2hrs

- Q. 1. MCQs on all Units (1/2) (12)
- Q. 2. A) LAQ on development of Indian cinema (10)
- OR
- B) LAQ on Film adaptations
- Q.3. A) Short Question on *Guide* as text (1/2) (6)
- B) Short Question on *Guide* as an adaptation (1/2) (7)
- Q.4. A) Short Question on *Natsamrat* as text (1/2) (6)
- B) Short Question on *Natsamrat* as an adaptation (1/2) (7)
- Q.5. Short Notes on Text & Film (1/2) (12)

Equivalence

T. Y. B. A.	Existing Pattern	CBCS Pattern (From 2020 - 2021)
Sem V	Compulsory English	AEC - English Communication
	-----	MIL 3 (Compulsory Course) (Marathi/Hindi/Sanskrit/Urdu/Pali/Aradhamagadhi)
	Special Paper S-3	DSE 3 A
	Special Paper S4	DSE 4 A
	General Paper G-3	DSC 1 E (General Paper of Special subject- DSE 3 A & 4 A)
	Optional	DSC 2 E (General Paper of any subject)
		DSC 3 E (General Paper of any subject)
	-----	SEC-3 (Skill based Paper of any subject)
	-----	GE-1 A (Interdisciplinary Paper of any subject)
-----	GE-2 A (Interdisciplinary Paper of any subject)	
T. Y. B. A.	Existing Pattern	CBCS Pattern (From 2020 - 2021)
Sem VI	Compulsory English	AEC - English Communication
	-----	MIL 4 (Compulsory Course) (Marathi/Hindi/Sanskrit/Urdu/Pali/Aradhamagadhi)
	Special Paper S-3	DSE 3 B
	Special Paper S4	DSE 4 B
	General Paper G-3	DSC 1 F (General Paper of Special subject- DSE 3 A & 4 A)
	Optional	DSC 2 F (General Paper of any subject)
		DSC 3 F (General Paper of any subject)
	-----	SEC-4 (Skill based Paper of any Subject)
	-----	GE-1 B (Interdisciplinary Paper of any subject)
-----	GE-2 B (Interdisciplinary Paper of any subject)	



**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY,
JALGAON.**

Under the faculty of Humanities

DEFENCE & STRATEGIC STUDIES

SYLLABUS FOR T.Y.B.A.

**CHOICE BASE CREDIT SYSTEM
(CBCS) PATTERN (60:40)**

SEMESTER –V & VI

(w.e.f. June 2020)

**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON.**

**Structure of T.Y.B.A. (Faculty of Humanities)
Under the CBCS Pattern (2020-2021)**

Semester	Discipline Specific Core Course DSC	Ability Enhancement Compulsory Courses AEC	Skill Enhancement Course SEC	Discipline Specific Elective Courses DSE	Generic Elective GE
V Credits : 28 (10 Papers)	MIL 3 (03) DSC 1 E (03) G-3 D & SS DSC 2 E (03) DSC 3 E (03)	English Communication (02)	SEC 3 (02)- D & SS	DSE 3 A (03)- D & SS -3 DSE 4 A (03)- S-4 D & SS	GE 1 A (03) D & S S GE 2 A (03)
VI Credits : 28 (10 Papers)	MIL 4 (03) DSC 1 F (03) G-3 D & SS DSC 2 F (03) DSC 3 F (03)	English Communication (02)	SEC 4 (02)- D & SS	DSE 3 B (03)- D & SS -3 DSE 4 B (03)- S-4 D & SS	GE 1 B (03) D & S S GE 2 B (03)

Note- D& SS- Defence & Strategic Studies.

- **AEC- English Communication** ही अनिवार्य अभ्यासपुस्तिका आहे. तृतीय वर्षास प्रवेशित प्रत्येक विद्यार्थ्यांने ही अभ्यासपत्रिका अभ्यासणे अनिवार्य आहे.
- **MIL** ही अनिवार्य अभ्यासापत्रिका आहे. तृतीय वर्षास प्रवेशित प्रत्येक विद्यार्थ्यांने मराठी, हिंदी, संस्कृत, पाली, अर्धमागधी, उर्दू यांपैकी महाविद्यालयात शिकवल्या जाणाऱ्या कोणत्याही एका भाषा विषयाच्या MIL मधील अभ्यासपत्रिकेची निवड करणे अनिवार्य आहे.
- **DSE 3,4** मध्ये संरक्षण आणि सामरिकशास्त्र विषयाच्या अभ्यासपत्रिकांची निवड केल्यास DSC मधील तीन अभ्यासपत्रिकांपैकी एक अभ्यासपत्रिका संरक्षण आणि सामरिक शास्त्र विषयाची निवडणे (G-3 International Security Issues) अनिवार्य आहे.
- **DSC** मधील अन्य दोन अभ्यासपत्रिका अन्य कोणत्याही दोन भिन्न विषयांच्या निवडता येतील.
- **SEC** मध्ये महाविद्यालयात उपलब्ध असलेल्या कोणत्याही विषयाच्या कौशल्याधारित अभ्यासपत्रिकांची निवड करणे अनिवार्य आहे.
- **GE** मध्ये महाविद्यालयात विशेष स्तरावर उपलब्ध कोणत्याही दोन विषयांच्या प्रत्येकी एक अशा एकूण दोन आंतरविद्याशाखीय अभ्यासपत्रिकांची निवडणे अनिवार्य आहे. (उदा. GE संरक्षण आणि सामरिकशास्त्र आणि GE मराठी)

**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON.**

**T.Y.B.A. CBCS Pattern W.E.F. June 2020
- Equivalence Courses- Sem- V**

Sr. No.	Course Code	Old Course	Course Code	New Course
1	DEF- 351- A	Global Security- I	DSC-DEF- E- 351	International Security Issues- I
2	DEF- 352- A	Contemporary Study of War & Peace- I	DSE-DEF- C- 352	Contemporary Study of War & Peace- I
3	DEF- 353- A	Geostrategy	DSE-DEF- C- 353	Geostrategy
			SEC-DEF- 354	Defence Research
			GE-DEF- A- 355	Disaster Management & Security – I

Sem- VI

Sr. No.	Course Code	Old Course	Course Code	New Course
1	DEF- 361- A	Global Security- II	DSC-DEF- F- 361	International Security Issues – II
2	DEF- 362- A	Contemporary Study of War & Peace- II	DSE-DEF- D- 362	Contemporary Study of War & Peace- II
3	DEF- 363- A	Military Geography	DSE-DEF- D- 363	Military Geography
			SEC-DEF- 364	Defence Production
			GE-DEF- B-365	Disaster Management & Security – II

**Dr. K.B.Patil
(Chairman, BOS)
Defence & Strategic Studies,
KBCNMU, Jalgaon**

Members of Subcommittee

- 1) **Dr. K. B. Patil, [Chairman, B. O. S. Defence and Strategic Studies]-**
(H. R. Patel Arts Mahila Mahavidyalay, Shirpur)
- 2) **Dr. D. G. Vispute, [Chairman, Subcommittee]-**
(V. W. S. Art's, Commerce & Science College, Dhule)
- 3) **Dr. K. D. Dharmadhikari,** (S. P. D. M. College, Shirpur)
- 4) **Dr. V. B. Mali,** (S.J.M.S.M. Art's, & Commerce College, Khapar)
- 5) **Dr. A. D. Valvi,** (Art's, & Commerce College, Dharangaon)
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- 7) **Dr. S. P. Dhake,** (Art's, & Commerce College, Nardana)
- 8) **Dr. S. R. Patil,** (G. E. T. Art's, & Commerce College, Nagav)
- 9) **Dr. D. D. Mali.** (T. S. S. Art's, & Science College, Sakri)
- 10) **Dr. J. D. Lekurwale,** (A. G. D. B. Mahila Mahavidyalay, Jalgaon)
- 11) **Dr. G. J. Gavit,** (L.A.P.S.W. Art's College, Thalner)
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**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON.**

**DEFENCE & STRATEGIC STUDIES
DSC-DEF- E- 351 International Security Issues - I (G-3)**

Semester V

Credit- 03

Marks- 60

Clock Hours- 45

Objectives:

- 1] *To create understanding the challenges to International Security and World Peace among the students.*
 - 2] *To study the International strategic & Security issues.*
 - 3] *To analyze and evaluate the International security issues.*
-
-

Unit 1. A- International Security

- a) Meaning and Concept.
- b) National Security and International Security.
- c) Traditional Security and Non- Traditional Security.
- d) Security Strategies in the Twenty- first Century.

Unit 1. B- Challenges of Non-state actors on International Security

- a) Meaning and Concept.
- b) Ethnic crisis.
- c) Organized crime.
- c) Illegal trafficking (Drugs, Human, Small Arms).
- d) Solutions.

Unit 2. Environmental Security.

- a) Meaning and Concept.
- b) Effects of growing pollution on International security.
- c) Global warming & Green house effect.
- d) Energy, Water and Food Security.
- e) Solutions for Environmental security.

Unit 3. Trade and Economic Conflict.

- a) Meaning and Concept.
- b) Scarcity of Natural resources.
- c) Trade rivalry between states. (USA, Russia, China, Japan, India)
- d) Problems of Developing Countries.

References

1. Balan K *The Millennium Thoughts challenges to service*, Author Press, Delhi 2001.
2. Hough Peter, Malik Shahin, *International Security Studies: Theory and Practice*, Routledge Publishers, New Delhi
3. Karn Margaret P. Mingst, *International organization The political & Process of Global Governance*, Viva books pvt. Delhi 2005.
4. Mishra Brijaylaxmi, *United Nations and Security Challenges In New millennium*, Kilaso books, New Delhi 2004.
5. Morgan Patrick, *International Security: Problem & Solutions*, Sage Publishers, New Delhi, 2006.
6. Nayyar K. K. & others, *National Security: Military Aspects*, Rupa Co., New Delhi, 2003.
7. Rogers Paul, *Losing Control: Global Security in the Twenty – First Century*, Heritage Publishers, New Delhi, 2010.
8. Saighal Vinod., *Global Security Paradoxes*, Manas Publications, New Delhi, 2004
9. Shashtri M. N., *Introduction to Environment*, Himalaya Publishing house, Mumbai 2005.
10. Subrahmntam K., *Security – India's Future in the New Milinniam*.
11. Vispute D. G., Todkar B. D., Dharmadhikari Madhuri., *Jatik Surakha* (Marathi), Prashant Publication, Jalgaon, 2015
12. Buzan, Barry and Waever, Ole (eds) (2003) *Regions and Powers : The Structure of International Security*, Cambridge University Press. Cambridge.

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**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

**DEFENCE & STRATEGIC STUDIES
T.Y.B.A. CBCS Pattern (w.e.f. June 2020)
SEMESTER-V**

DSE-DEF-C-352- Contemporary Study of War and Peace- I (S-3)

Credit-03

Marks- 60

Clock Hours-45

Objectives-

After undergoing this course-

- 1) Students would get to understand the Contemporary war, it's Nature, scope and effects.*
- 2) They shall be in a position of comprehend the concept and Nature of Détente.*
- 3) They would learn the Concept, Nature, Characteristics and Deterrence Strategy.*
- 4) Students would learn different types, techniques, characteristics and contemporary balance of power.*

Unit-1- Contemporary study after Second World War

A) Cold War

- a) Introduction b) Meaning, Definition c) Nature, Scope d) Causes, Effects

B) Detente

- a) Introduction b) Meaning, Definition c) Nature, Scope d) Causes, Effects

Unit-2- Deterrence

- a) Introduction b) Meaning, Definition, Objectives c) Concept, Nature, Characteristics d) Deterrence Strategy

Unit-3- Balance of Power

- a) Introduction b) Meaning, Definition c) Foundation, Characteristics, Causes d) Different Types of Balance of power e) Way or Techniques of Balance of power.

Reference-

- 1) Agrawal Rameshwardayal and Gupta Kailashchandra, "Antarrashtriy RajNeeti", Jay Prakashanth Company, Merath, 1971.
- 2) Bhogle Shantaram, "Antarrashtriy Sambanddha", Vidhya Prakashan, Nagpur, 1991.
- 3) Brodie B., "Strategy in the Missile Age", RAND Corporation, 2007
- 4) Calvocoressi Peter, "World Politics since 1945", London, Longman, 2000.
- 5) Chaudhari A.P., Chaudhari Archana, "Rashtriya Suraksha: Jagtik Drustikon", Prashant Publications, Jalgaon, 2004.
- 6) Deolankar Shailendra, "Samkalin Jagtik Rajakrnatil Pramukh Prashna", Vidhya Prakashan, Aurangabad, 2005.
- 7) Deolankar Shailendra, "United Nations", Pratima Prakashan, Pune, 2008.
- 8) Fadiya B.L., "Antarrashtriy Rajneeti and Antarrashtriy Sambanddha", Sahitya Bhavan, Agra, 2005.
- 9) Halperin Morton, "Contemporary Military Strategy ", Faber & Faber, Revised Edition(Dec. 1970)
- 10) Jain Hukumchand and Mathur Krushnachandra, "Adhunik Jagacha Itihas", K.Sagar Publications, Pune, 2011.
- 11) Kamble Surendra B., "Yuddha Ani Shatatecha Samakalin Abhyas", Sumedh Prakashan, Pune, 2016.
- 12) Kulkarni B.R., "Antarrashtriy Sambanddha", Vidya Prakashan, Nagpur, 2005.
- 13) Lote R.J., "Antarrashtriy Sambanddha", Pimpalapur and Com. Publishers, Nagpur, 1995.
- 14) Maurice Clark, "Reading in the economics of War", Universitiei of California Libraries, 1918.
- 15) Morgenthau Hence, "Politics Among Nations", McGraw-Hill Higher Education; 7 Edition, 2005.
- 16) Palmar & Parking, "International Relation", Book Agency , Calcutta, 1970.
- 17) Paranjape Shrikant, "Samrikshastra", Continental Prakashan, Pune, 1994.
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- 19) Panikar K.M., "Geographical factors in Indian History", Vidya Bhagan, 1969.
- 20) Patil V.B., "Antarrashtriy Sambanddha", Prashant Publications, Jalgaon, 2011.

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- 27) Singh Lalanji, “Rashtriy Raksha Aur Suraksha”,Prakash book depot, Bareilly, 2003.
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- 29) Singh S.P., “Antarrashtriy Sambanddha”, Laxminarayan Agrawal Prakashan, Agra, 2005.
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**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

**DEFENCE & STRATEGIC STUDIES
DSE-DEF- C-353 Geo - Strategy (S-4)
Semester V (w.e.f. June 2020)**

Credit – 03

Marks- 60

Clock Hours- 45

Objectives-

- 1] *To learn the concepts and relevant attributes of Geo - politics and military geography for national security.*
 - 2] *To study the Concept and difference between Frontiers and Boundaries, its various types; and they shall be in a position to comprehend strategic policies for a nation state and most especially for India.*
 - 3] *To develop the knowledge regarding Geo- strategy and understand the importance of Geo- strategy in security.*
-

Unit 1. Geo strategy

- | | | |
|-------------|--------------------------------|----------------|
| a) Meaning. | b) Concept. | c) Definition. |
| d) Scope. | e) Importance of Geo strategy. | |

Unit 1 B. Geostrategic Minerals

- | | |
|--|----------------|
| a) Meaning. | b) Importance. |
| c) Use and Importance of Geostrategic Mineral. | |

Unit 2. Geostrategic Importance various port, island and state

- | | |
|---------------------------------|-----------------------------|
| a) Diego- Garcia | b) Andaman and Nicobar |
| c) Jammu and Kashmir | d) Gwadar port in Pakistan. |
| e) Hambantota port in Srilanka. | |

Unit 3. Geostrategic Importance of India`s Border

- | | |
|---------------------|-------------------------|
| a) Northern Border. | b) Western Border. |
| c) Eastern Border. | d) Maritime Boundaries. |

References

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6. Modie A E, *Geography behind politics*, B. I. Publication, Delhi 1965.
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**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

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DEFENCE & STRATEGIC STUDIES

Skill Enhancement Paper

Semester V

SEC- DEF-354- Defence Research (w.e.f. June 2020)

Credit – 02

Marks- 60

Clock Hours- 30

Objectives-

- 1] *To enhance the knowledge and skill of the students regarding India's defence research and production.*
 - 2] *To provide an overview of the progress of India in defence research and defence production.*
 - 3] *To make the students aware with the advancement and its development in the field of defence research and defence production.*
-

Unit 1-A . Defence Research and Development Organization (D.R.D.O).

- a) Structure & Organisation.
- b) History of DRDO.
- c) Role in Defence Research.
- d) Defence Research and Development Laboratory (D. R. D. L.) .

Unit 1-B Indian Space Research Organization (I. S. R. O.)

- a) Structure & Organisation.
- b) History of ISRO.
- c) Role in Defence Research.

Unit 2-Foreign Direct Investment (F. D. I.).

- a) Meaning and concept of F. D. I.
- b) Advantage and Disadvantage of F. D. I.
- c) Relevance.

Unit 3- Make in India.

- a) Meaning and concept of Make in India.
- b) Aims of make in India.
- c) Sectors included in Make in India.

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8. Bansal Rajiv, *Aapada Prabhandhan*, SBPD Publication, 2015
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**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

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DEFENCE & STRATEGIC STUDIES

Semester VI

DSC-DEF-F- 361- International Security Issues – II (G-3)

Credit – 03

Marks- 60

Clock Hours- 45

Objectives:

- 1] To create understanding the challenges to International Security and World Peace among the students.*
- 2] To study the International strategic & Security issues.*
- 3] To analyze and evaluate the International security issues.*

Unit 1. A- Religious and Ideological Conflicts between states.

- a) Meaning and Concept.
- b) World wide growing religious fundamentalism.
- c) Various international centers of Conflicts.
 - i] Iraq & Syria. ii] Afghanistan. iii] Iran iv] North Korea.

Unit 1. B- Nuclear and Space Rivalry between States.

- a) U.S.A. Versus Rusia.
- b) U.S.A. Versus China.
- c) India Versus China.
- d) Role of Nuclear Suppliers Group .

Unit 2. Cyber Security Issues.

- a) Meaning and Concept.
- b) Cyber Crimes.
- c) Threats to international security.
- d) Prevention from Cyber Crime.

Unit 3. Human Security Issues.

- a) Meaning and Concept. .
- b) Importance of Human Security.
- c) Types of Human Security – i] Health, ii] Personal, iii] Community.
- d) Threat to Human Security - i] Violence, ii] Migration, iii] Poverty.

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**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

**DEFENCE & STRATEGIC STUDIES
T.Y.B.A. CBCS Pattern (w.e.f. June 2020)
SEMESTER-VI**

DSE-DEF-D-362- Contemporary Study of War and Peace- II (S-3)

Credit-03

Marks- 60

Clock Hours-45

Objectives-

After undergoing this course-

- 1) *Students would understand the concept, Nature and foundation of collective security.*
 - 2) *They shall be in a position of comprehend Disarmament and Arms control.*
 - 3) *Students would get to understand the concept and nature of contemporary study of Peace Research and also learn the Present & Future Trends of Peace Research.*
-

Unit-1- Collective Security

- a) Introduction b) Meaning, Definitions c) Concept, Nature d) Foundation of collective security, e) Collective Security and Collective Defence.

Unit-2- Disarmament and Arms Control

- a) Introduction b) Meaning, Definition c) Nature, Types d) Arms Race
e) Evaluation

Unit-3- Contemporary study and Peace Research

- a) Introduction b) Meaning, Definition c) Concept, Nature
d) Present and Future Trends of Peace Research .

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- 1) Agrawal Rameshwardayal and Gupta Kailashchandra, “Antarrashtriy RajNeeti”, Jay Prakashanth Company, Merath, 1971.
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**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

DEFENCE & STRATEGIC STUDIES

DSE- DEF- D- 363- Military Geography (S-4) (w.e.f. June 2020)

Semester VI

Credit-03
Marks- 60
Clock Hours-45

Objectives-

- 1] To learn the concepts and relevant attributes of Geo - politics and military geography for national security.
 - 2] To study the Concept and difference between Frontiers and Boundaries, its various types; and they shall be in a position to comprehend strategic policies for a nation state and most especially for India.
 - 3] To develop the knowledge regarding Geo- strategy and understand the importance of Geo- strategy in security.
-

Unit 1 A. Military Geography

- | | |
|-------------------------------------|--------------------------------------|
| a) Meaning, Concept. | b) Definition, Scope. |
| c) Objectives. | d) Importance of Military Geography. |
| e) Principle of Military geography. | |

Unit 1 B. Founders of Military Geography

- a) Admiral A. T. Mahan and his Sea-Power Theory
- b) Prof. Halford Mackinder's Hartland Theory
- c) Dr. Karl Haushofer

Unit 2. Elements of Military Geography Affecting Warfare

- | | | |
|----------------|------------------|----------------|
| a) Location. | b) Climate. | c) Boundaries. |
| d) Topography. | e) Shape & Size. | |

Unit 3. Impact of Geography on Military Operation

- a) Plain terrain – characteristics, armed forces, weapons, logistics
- b) Desert terrain- characteristics, armed forces, weapons, logistics
- c) Jungle terrain- characteristics, armed forces, weapons, logistics
- d) High altitude terrain- characteristics, armed forces, weapons, logistics
- e) Air and Sea military operations.

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**DEFENCE & STRATEGIC STUDIES
Skill Enhancement Paper
SEC- DEF- 364- Defence Production (w.e.f. June 2020)
Semester VI**

Credit-02
Marks- 60
Clock Hours-30

Objectives-

- 1] To enhance the knowledge and skill of the students regarding India's defence research and production.
 - 2] To provide an overview of the progress of India in defence research and defence production.
 - 3] To make the students aware with the advancement and its development in the field of defence research and defence production.
-

Unit 1 A- Defence Production in India.

- a) Department of Defence Production in the Ministry of Defence.
- b) Structures and Functions.
- c) Industrial Potential of Expansion of Military Strength.
- d) Defence Production Organization.

Unit 1 B- Arms and Ammunition Production and Ordnance Factories.

- | | |
|----------------------------------|-----------------|
| a) Small Arms. | b) Artillery. |
| c) Tanks and Combatant Vehicles. | d) Ammunitions. |

Unit 2- Defence Production Industries in India. (D. P. S. U.)

- | | |
|----------------------------|----------------------------|
| a) Electronics Equipments. | b) Engineering Equipments. |
| c) Fighter Aircrafts. | d) Warship Building. |

Unit 3- Private Sector in Defence Production in India.

- | | |
|---------------------|--------------------|
| a) Tata Group. | b) Kalyani Group. |
| c) Larson & Toubro. | d) Reliance Group. |
| e) Bharat Forge. | |

References

1. Behra L. K. *Indian Defence Industry*, Pentagon Press (IDSA) New Delhi, 2016.
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**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

DEFENCE & STRATEGIC STUDIES

Generic Elective Paper

**GE- DEF- B-365- Disaster Management & Security- II(w.e.f. June 2020)
SEMESTER – VI**

Credit-03
Marks- 60
Clock Hours-45

Objectives-

- 1] To understand the concepts of disaster and disaster management.
 - 2] To study the Structure, role and problems of disaster management in India.
 - 3] To assess the India's disaster management mechanism.
-

Unit 1. A. - Disaster Response forces – (N. D. R. F.)

- | | |
|------------------------------------|--------------------------------|
| a) Introduction and brief history. | b) Structure and Headquarters. |
| c) Role in relief. | d) Evolutions. |

Unit 1. B. - Disaster Response forces – (S. D. R. F.)

- | | |
|--------------------|--------------------|
| a) Introduction. | b) Structure. |
| c) Role in relief. | d) Social Support. |

Unit 2. - Role of Indian Air Force in Disaster Management

- | | |
|-------------------------|---------------------------|
| a) Introduction. | b) Structure. |
| c) Role in relief work. | d) Some major Operations. |

Unit 3. - Role of Indian Army and Indian Navy in Disaster Management.

- | | |
|-------------------------|---------------------------|
| a) Introduction. | b) Structure. |
| c) Role in relief work. | d) Some major Operations. |

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11. <https://www.ndma.gov.in>
12. <https://www.undp.org./disastermanagemanetinindia>

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Job Opportunities in Defence & Strategic Studies

After Graduation

1. Industrial Security Sector
2. Security Guard
3. Air Force Ground Duty Officer
4. Maharashtra Public Service Commission
5. Union Public Service Commission
6. Indian Police Service
7. Indian Forest Service
8. Army Education Officer
9. Defence Industries
10. Para Military Forces
11. N.C.C. (B cert. & C. Cert) Direct Entry Armed Forces (CDS)
12. Education Field
13. Law (Military Law & International Law)
14. Defence Journalism (If Foreign Language Diploma)

After Post Graduation

1. Civil Defence (Various 24 Branches- Territorial Army to Fire Fighting Officer Cadre)
2. Industrial Security Officer
3. Armed Forces
4. NET/SET Examination
5. Competitive Examination (Civil Services, IPS, Railway)
6. Banking
7. Defence Journalism
8. Scientist in Defence Laboratories
9. International Relations Analyzer
10. Military (Defence) Analyzer

Please Recommend This Opportunities & display on University Web.

Chairman

BOS Defence & Strategic Studies

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon



Choice Based Credit System (CBCS)

Syllabus for T.Y.B. A. (Geography)

(Under the Faculty of Science and Technology)

(Since 2020-2021)

General Structure of T.Y.B.A Syllabus(C.B.C.S)

Semester and credit Points	Courses				
V- Total Credits (28)	MIL 3 (03) DSC 1E (03) DSC 2E (03) DSC 3E (03)	Ability Enhancement Course (English communication) (02)	SEC 3 (02)	DSE 3A (03) DSE 4A (03)	GE1A (03) GE 2A (03)

Semester and credit Points	Courses				
VI- Total Credits (28)	MIL 4 (03) DSC 1F (03) DSC 2F (03) DSC 3F (03)	Ability Enhancement Course (English communication) (02)	SEC 4 (02)	DSE 3B (03) DSE 4B (03)	GE 1 B (03) GE 2B (03)

- AEC - English Communication ही अनिवार्य अभ्यासपत्रिका आहे. तृतीय वर्षास प्रवेशित प्रत्येक विद्यार्थ्याने ही अभ्यासपत्रिका अभ्यासणे अनिवार्य आहे.
- MIL ही अनिवार्य अभ्यासपत्रिका आहे. तृतीय वर्षास प्रवेशित प्रत्येक विद्यार्थ्याने मराठी, हिंदी, संस्कृत, पाली, अर्धमागधी, उर्दू यांपैकी महाविद्यालयात शिकवल्या जाणाऱ्या कोणत्याही एका भाषा विषयाच्या MIL मधील अभ्यासपत्रिकेची निवड करणे अनिवार्य आहे.
- SEC मध्ये महाविद्यालयात उपलब्ध असलेल्या कोणत्याही विषयाच्या कौशल्याधारित अभ्यासपत्रिकांची निवड करणे अनिवार्य आहे.
- GE मध्ये महाविद्यालयात विशेष स्तरावर उपलब्ध कोणत्याही दोन विषयांच्या प्रत्येकी एक अशा एकूण दोन आंतरविद्याशाखीय अभ्यासपत्रिकांची निवडणे अनिवार्य आहे.

Details of CBCS Structure for T.Y.B.A Geography (With Effect from June 2020)

Subject Code	Semester	Title of Subject	CBCS Structure Code	Credit Point	Total Clock Hours
Gg.351 (G-3)	V	Environmental Geography	DSC 1E	03	45
Gg . 361 (G-3)	VI	Population Geography	DSC 1F	03	45
Gg. 352 (S-3)	V	Economic Geography	DSE 3A	03	45
Gg. 362 (S-3)	VI	Political Geography	DSE 3B	03	45
Gg. 353 (S-4)	V	Practical in Human Geography and Geo-statistics	DSE 4A	03	90
Gg. 363 (S-4)	VI	Practical in Physical Geography	DSE 4B	03	90
Gg. 354 (SEC of Geography)	V	Field Technique and Introduction to Project Report	SEC 3	02	30
Gg. 364 (SEC of Geography)	VI	Geographical Information System	SEC 4	02	30
Gg. 355 (GE of Geography)	V	Disaster Risk Reduction	GE 1A	03	45
Gg.365 (GE of Geography)	VI	Sustainability And Development	GE 1B	03	45

Weightages of Marks	
University Assessment	60
College Assessment	40
Total Marks	100

T.Y.B.A. GEOGRAPHY

Equivalence Courses for T. Y. B. A. Geography

Old Syllabus & Courses (With effect from June - 2018)	New Syllabus CBCS Pattern (With effect from June 2020)
SEM. V - G - 3 - Agricultural Geography SEM. VI - G - 3 Industrial Geography	SEM. V - (DSC 1E) Gg. 351 - Environmental Geography
OR	
SEM. V - G - 3 - Population Geography SEM. VI - G - 3 - Political Geography	SEM. VI - (DSC 1F) Gg. 361 - Population Geography
SEM. V - S - 3 - Environmental Geography SEM. VI - S - 3 - Remote Sensing & GIS	SEM. V - (DSE 3A) Gg. 352 - Economic Geography
OR	
SEM. V - S - 3 - Geographical Thoughts SEM. VI - S - 3 - Geography of Resources	SEM. VI - (DSE 3B) Gg. 362 - Political Geography
SEM. V - S 4 - Practical Geography - Weather Maps , Weather Instruments and Elements of Map Reading	SEM. V - (DSE 4A) Gg. 353 - Practical in Human Geography and Geo-Statistics
SEM. VI - S 4 - Practical Geography - Geo- Statistical Methods	SEM. VI - (DSE 4B) Gg. 363 - Practical in Physical Geography
----	SEM. V - (SEC 3) Gg. 354 - Field Techniques and Introduction to Project Report
	SEM. VI - (SEC 4) Gg. 364 - Geographical Information System
	SEM. V - (GE 1A) Gg. 355 - Disaster Risk Reduction
	SEM. - VI (GE 1B) Gg. 365 - Sustainability and Development

Semester V

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

New Syllabus (CBCS Pattern) W.E.F June 2020

TYBA Sem.: V

Gg. 351 (DSC 1E) Environmental Geography

Total Marks: 60

Credit Points: 03

Total Clock Hours: 45

Objectives:

1. To create the environmental awareness amongst the students.
2. To acquaint the students with fundamental concepts of Environmental Geography.
3. To aware the students about the processes and patterns in the natural environment.
4. To acquaint the students with potentials of Environmental Geography.
5. To aware the students about use of resources with prudence.
6. To acquaint the students with different environmental policies.

Units	Topic	Sub Topics	Clock Hours
1	Introduction to Environmental Geography	1.1) Introduction to Environment: a) Meaning and Concept b) Environmental Geography: Definitions, Nature and Scope of Environment Geography 1.2) Environmental Approaches : a) Environmental Deterministic Approach b) Possibility Approach c) Ecological Approach	10
2	Ecosystem and Man and Environment Relationship	2.1) Ecosystem: a) Meaning and Concept b) Structure & Components of Ecosystem: i) Abiotic ii) Biotic c) Functions of Ecosystem :i)Nutrient Cycles a) Carbon Cycle b) Nitrogen Cycle i i)Energy Flow a)Food Chain b) Food web 2.2) Human - Environment Relationship : Human life in- i) Equatorial Region ii)Mountainous Region iii) Coastal Region	12

3	Biodiversity and Environmental Problems	<p>3.1) Biodiversity: Definitions and Types / Levels of Biodiversity a) Genetic Diversity b) Species Diversity c) Ecosystem Diversity</p> <p>3.2) Conservation of Biodiversity: In –situ and Ex-situ conservation of biodiversity</p> <p>3.3) Major Environmental Problems: Causes and adverse effects of the following i) Unseasonal rainfall, ii) Thunderstorms iii) Biodiversity losses iv) Solid waste v) Liquid waste and vi) Air Pollution</p> <p>3.4) Environmental Management regarding Pollution Control- a) Air b) Water</p>	12
4	Environmental Policy	<p>4.1) National Environmental Policy (NEP): Introduction and Objective</p> <p>4.2) Initiatives or Actions Regarding Policy: i) Land Degradation ii) Forest and Wildlife Conservation</p> <p>4.3) Environmental Protection Efforts: - Developing and Developed Countries.</p>	11

Unit No.	Weightage of Marks
1	12
2	18
3	18
4	12
University Assessment	60
College Assessment	40

REFERENCES:

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- W.P. and Cunningham M. A. (2003): Principles of Environmental Science: Inquiry and Applications, Tata McGraw Hill Publications, New Delhi. Miller,
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New Syllabus (CBCS Pattern) W.E.F June 2020

TYBA Sem.: V

Gg. 352 (DSE 3A) Economic Geography

Total Marks: 60

Credit Points: 03

Total Clock Hours: 45

Objectives:

1. To acquaint the students with the knowledge of economic realm in the world.
2. To highlight the different economic activities.
3. To study mineral and power resources in the specific regions of the world.

Unit	Topic	Sub-Topics	Clock Hours
1	Introduction to Economic Geography	1.1 Definitions , Nature and Scope 1.2 Approaches (Regional Approach, Commodity Approach and Principle Approach) 1.3 Concept of Economic Geography	10
2	Economic Activities and Types of Agriculture.	2.1 Meaning of Economic Activities 2.2 Types of Economic Activities- Primary, Secondary, Tertiary and Quaternary activities with Suitable Examples and Characteristics 2.3 Types of Agriculture: Intensive Subsistence and Commercial Dairy Farming and Plantation Agriculture.	12
3	Theories and Models	3.1 Weber's Theory of Industrial Location 3.2 Rostow's Model of Economic Development	10
4	Minerals, Industries and Trade	4.1 Minerals : Distribution and Production of Iron Ore and Coal in USA and India 4.2 Industries : i. Factors of Location of Industries ii. Production and Distribution of Industries like a. Cotton Textile Industries in Japan and India. b. Sugar Industries in India and Special Reference to Maharashtra State.	13

	4.3 Trade : i. Types of Trade : National and International Trade. ii. Factors Affecting the International Trade. iii. India's Foreign Trade	
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Unit No.	Weightage of Marks
1	15
2	15
3	15
4	15
University Assessment	60
College Assessment	40

REFERENCES:

English Medium -

1. Economic Geography : John and Darkanwald.
2. Economic Geography : Alexander
3. Economic Geography : Mrs. P.N.Padey, NiraliPrakashan, Pune.
4. Alexander J. W., 1963: Economic Geography, Prentice-Hall Inc. Englewood Cliff, New Jersey
5. Bagchi-Sen S. and Smith H. L., 2006: Economic Geography: Past, Present and Future. Taylor and Francis.
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8. DurandL., 1961: Economic Geography, Crowell.
9. Hodder B. W. and Lee R. 1974: Economic Geography, Taylorand Francis,
10. Wheeler J. O., 1998: Economic Geography Wiley.
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Marathi Medium -

1. ParyavarannaArthikKriya : Dr. S. R. Chaudhari
2. ArthikBhugol : Prof.S.P.Pathak
3. ArthikBhugol : Prof.Ahirrao, Prof.Alizad, Prof.Dhapte
4. ArthikBhugolDr.V.T.Gharpure, PimpalpurePrakashan, Nagpure.
5. ArthikvaWyapariBhugol : Prof. Karmarkar, Gupte, Paranjape, Nasik

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TYBA Sem.: V

Gg. 353 (DSE 4A) Practical in Human Geography and Geo-Statistics.

(Work load - 06 Periods per week per batch of 12 students)

Total Marks: 60

Credit Points: 03

Total Clock Hours: 90

Objectives:

- To introduce the practical approach of Human Geography.
- To introduce the importance of statistical techniques in Human Geography.
- To introduce some basic research methods to the students.

Unit	Topic	Sub-topics	Clock Hours
I	Practical in Population Geography	1.1 To Calculate the Following Indicators of Population Distribution: 1. Population Growth Rate 2. Sex Ratio 3. Density of Population: • Arithmetic Density 1.2 Measures of Fertility and Mortality: 1. Crude Birth Rate 2. Mortality Rates: Crude Death Rate and Infant Mortality Rate. (Calculate each two examples of each.)	25
II	Practical in Agricultural Geography	2.1 Crop Combination (Weaver's Method) 2.2 Crop Concentration By Bhatia's Method 2.3 Crop Diversification By Bhatia's Method (Calculate two examples of each)	30
III	Introduction To Geo-statistics	3.1 Importance of Statistical Techniques in Geography. 3.2 Sources of Geographical Data : 1) Primary Sources 2) Secondary Sources 3.3 Definitions of Frequency, Frequency Distribution and Cumulative Frequency. 3.4 Measures of Central Tendency: Mean, Median, Mode	10

IV	Data Analysis	4.1 Measures of Dispersion: 1) Mean Deviation 2) Standard Deviation 3) Quartile Deviation. 4.3 Chi-Square Test (X^2 Test)	25
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Weightages of Marks	
Units	Marks
1	15
2	10
3	15
4	10
Journal and Viva Voce	10
Total	60
University Assessment	60
College Assessment	40

REFERENCES:

1. Acevedo, M.F. 2012. Data Analysis and Statistics for Geography, Environmental Science and Engineering, CRC Press.
2. Harris, R., Jarvis, C. 2011. Statistics for Geography and Environmental Science, Prentice Hall.
3. Mc Grew Jr., J.C., Lembo Jr., A.J., Monroe, C.B. 2014. An Introduction to Statistical Problem Solving in Geography, 3rd ed, Waveland Press.
4. Pal S. K., 1998. Statistics for Geoscientists: Techniques and Applications, Concept Pub Co.
5. Rogerson, P.A. 2015. Statistical Methods for Geography: A Student's Guide, 4th ed, Sage.
6. Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan.
7. मुलभूत सांखिकी - प्रा. राम देशमुख. विद्या प्रकाशन, नागपूर
8. सांखिकी भूगोल . डॉ. प्रवीण सप्तर्षी. निराली प्रकाशन, पुणे

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TYBA Sem.: V

Gg. 354(SEC 3) Field Techniques and Introduction to Project Report.

Total Marks: 60

Credit Points: 02

Total Clock Hours: 30

Objectives:

- 1) To introduce the analytical skill of field-work.
- 2) To develop the skill of selection of appropriate technique for field study.
- 3) To enable the student to frame different types of questionnaires to conduct a field study.
- 4) To develop the analytical interpretation and report writing based upon the data collected during a field study.

Sr. No.	Topic	Sub Topics	Clock Hours
1	INTRODUCTION	1.1 Definition of Field and Field work 1.2 Role of Field-work in Research. 1.3 Values and Ethics of Field-work. 1.4 Equipments and Other Things Require for Field-work. 1.5 Identifying the Study Area (Urban, Rural, Physical, Human, Environment.)	06
2	CONCEPTS IN FIELD-WORK.	2.1 Research Questions – Definition. 2.2 Types of Research Questions. (a) Multiple Choice Research Questions. (b) Rank Order Scaling Research Questions. (c) Demographic Research Questions. 2.3 Merits and Demerits of Field Technique. 2.4 Selection of Appropriate Technique. (Observations ,Questionnaires , Interviews) 2.5 Open Ended Questions and Closed Ended Questions. 2.6 Advantages and Disadvantages of Questionnaires. 2.7 Advantages and Disadvantages of Interview.	08
3	SAMPLING AND TECHNIQUES OF SAMPLING	3.1 Definitions and Purpose of Sampling. 3.2 Techniques of Sampling- (a) Random sampling. (b) Stratified Random sampling. (c) Cluster sampling. (d) Systematic sampling.	08
4	DATA ANALYSIS AND REPRESENTATION	4.1 Methods of data analysis and representation. 4.2 Design of the project report (a) Title of project. (b) Abstract. (c) Introduction to topic. (d) Review of literature.	08

		(e) Introduction and selection of study region. (f) Aim and objectives. (g) Methodology. (h) Analysis and subject explanation. (i) Conclusions and suggestions. (j) References / Bibliography.	
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Sr. No.	Unit No.	Weightage of Marks
1	1	12
2	2	18
3	3	18
4	4	12
University Assessment		60
College Assessment		40

REFERENCES:

1. Creswell J., 1994: Research Design: Qualitative and Quantitative Approaches Sage Publications.
2. Dikshit, R. D., 2003. The Art and Science of Geography: Integrated Readings. Prentice-Hall of India, New Delhi.
3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in Qualitative Methods in Human Geography, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela, 1993. Participatory Rural Appraisal: Methodology and Application. Concept Pubs. Co., New Delhi.
5. Mukherjee, Neela, 2002. Participatory Learning and Action: with 100 Field Methods. Concept Pubs. Co., New Delhi
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7. Special Issue on "Doing Fieldwork" The Geographical Review 91:1-2 (2001).
8. Stoddard R. H., 1982: Field Techniques and Research Methods in Geography, Kendall/Hunt.
9. Wolcott, H. 1995. The Art of Fieldwork, Alta Mira Press, Walnut Creek, CA.
9. Prof. P. P. Jangle and Prof. A. P. Chaudhari : "Disaster Risk Reduction" Prashant Publication Jalgaon.

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New Syllabus (CBCS Pattern) W.E.F June 2020

TYBA Sem.: V

Gg. 355 (GE 1A) Disaster Risk Reduction.

Total Marks: 60

Credit Points: 03

Total Clock Hours: 45

Objectives:

1. To introduce the concept of disaster risk.
2. To prepare DRM Plans and its implementation.
3. To aware the students about the Disaster Risk Reduction/Mitigation strategies.

Unit	Topic	Sub- Topics	Clock Hours
I	Introduction To Disaster Risk	1.1 Definitions of Disaster and Disaster Risk. Concept of Hazards, Risk, Vulnerability and Importance of Disaster Risk Reduction 1.2 Assessment of Disaster Risk	8
II	Disasters in India	2.1 Causes, Impact, Distribution and Mapping: a) Natural Disaster: Flood, Drought, Earthquake and Cyclone. b) Biological Disaster : Pest and Weeds , Causes of spreading of Corona Virus (Covid -19) and Preventive Measures to Control it c) Human Induced Disasters: Fire and Accidents	12
III	Mitigation of Disasters.	3.1 Preparedness, Mitigation and Prevention – a) Preparedness – <ul style="list-style-type: none">• Awareness generation;• Information management;• Early warning dissemination system; Community participation – <ul style="list-style-type: none">• Task forceformation;• Training and Capacity building;• Preparedness plan preparation;• Simulation. b) Mitigation – <ul style="list-style-type: none">• Knowledge of disaster specific risk;• Analysing the mechanism of disaster damages and possible interventions for minimising the impact of disaster;• Preparation of Mitigation plan. c) Prevention – <ul style="list-style-type: none">• Analysing the nature of a hazard and ways of minimising its intensity;• Preparation of disaster prevention plan	15

IV	Disaster Risk Management (DRM) Plan and Role of Remote Sensing in DRM	<ul style="list-style-type: none"> • Sharing DRM plan with Government Agencies and NGO; • Resource mobilisation; • Monitoring and Evaluation. • Role of Risk transfer and insurance in DRM • Role of Remote Sensing and Artificial Intelligence (AI) in DRM 	10
Total			45

Unit No.	Weightage of Marks
1	10
2	20
3	15
4	15
University Assessment	60
College Assessment	40

Reference Books:

1. आपत्ती व्यवस्थापन : संकल्पना आणि कृती – कर्नल (निवृत्त) प्र. प्र. मराठे, प्रा. व्ही. जे. गोडबोले, डायमंड प्रकाशन, पुणे.
2. आपत्ती व्यवस्थापन– प्रा. ए. पी. चौधरी, प्रा. अर्चना चौधरी, प्रशांत प्रकाशन, जळगाव.
3. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
4. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
5. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
6. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
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8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. New Delhi, India.

Semester VI

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

New Syllabus (CBCS Pattern) W.E.F June 2020

TYBA Sem.: VI

Gg. 361 (DSC 1F) Population Geography.

Total Marks: 60

Credit Points: 03

Total Clock Hours: 45

Objectives;

1. Understand the components of population change.
 2. Develop skills to use population information in the planning process.
 3. Understand the impact of planning activities on population size, composition, and distribution
 4. Population is an important resource. The development of any nation is depends on human resource. It is a prime deity to acquaint with the human resource of the nation.
 5. To understand the recent problems of population in the world as well as nation.
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Sr. No.	Topic	Sub Topics	Clock Hours
1	Introduction to Population Geography & Population Data	1.1 Definitions and Meaning of Population Geography 1.2 Nature and Scope of Population Geography. 1.3 a) Need and Types of Population Data b) Sources of Population Data – i) Census ii) National Sample Survey iii) Vital Registration	09
2	Distribution of Population	2.1 Growth of Population in India 1951-2011. 2.2 Distribution of Population – World and India(2011). 2.3 Factors affecting the distribution of Population – a) Physical- i) Topography ii) Climate iii) Water iv) Soil v) Forest b) Socio-Cultural – i) Religion ii) Agriculture iii) Transportation i v) Education v) Government policies	12
3	Composition of Population and Population	3.1 Composition of Population : a) Age Composition (Meaning and Factors affecting age Composition, Age Pyramid) b)Sex Composition in India	12

	Theories	c) Decreasing Sex ratio and its impact d)) Literacy in India (1951 to 2011) 3.2 Population Theories : a) Malthusian Theory of Population Growth b) Demographic Transition Model	
4	Population Problems in India & Population Policy	4.1 Problems of Population in India and Its remedial measures a) Over Population b) Brain Drain c) Excess Urbanization 4.2 National Population Policy in India - 2000	12

Sr. No.	Unit No.	Weightage of Marks
1	1	14
2	2	16
3	3	16
4	4	14
University Assessment		60
College Assessment		40

REFERENCES:

- 1) Chandana,R.C. and Janjit S. S.(1980): Introduction to Population Geography ,Kalyani Publishers,New Delhi
- 2) Clarke J.I.(1977):Population Geography and Developing Countries ,Robert Maxwell, MC.
- 3) Masjid Husain (1991) Anmol Publication Ltd. New Delhi
- 4) Mohammand Izhar Hussan : Population Geography. Rawat Publication
- 5) Sawant S.B. and Athawale A.S. (1994) : Population Geography , Mehata Publishing House , Pune
- 6) V.J.Patil And S.V.Dhake : Loksankhya Bhugol (Marathi Medium) , Prashant Publication , Jalgaon
- 7) Ahirro, Alizad and others : Loksankhya Bhugol (Marathi Medium)
- 8) V.T. Gharpure : Loksankhya Bhugol (Marathi Medium) Pimpalpure Publication , Satara.
- 9) T.N. Goplal , Nishikant : LoksankhyaBhugol (Marathi Medium) Prashant Publication, Jalgaon
- 10) A.B.Sawadi : Loksankhya Bhugol (Marathi Medium) The Savadis Mega Geographical Series

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TYBA Sem.: VI

Gg.362 (DSE 3B) Political Geography

Total Marks: 60

Credit Points: 03

Total Clock Hours: 45

Objectives:

- 1) To enable students to acquire knowledge of Political Geography.
- 2) To understand basic concepts of Political Geography.
- 3) To study various theories of Political Geography.
- 4) To understand the frontiers and Boundaries.

Unit No	Topic	Sub Topics	Clock Hours
1	Introduction to Political Geography	1.1 Definitions and Nature and Scope of Political Geography 1.2 Elements of Political Geography	10
2	Evolution of State and Nation	2.1 Concept of State 2.2 Centrifugal and Centripetal Forces in the State 2.3 Factor affecting the State 2.4 Concept of Nation 2.5 Difference between State and Nation	12
3	Geopolitics	3.1 Origin and Concept of Geopolitics 3.2 Mackinder's Heartland Theory 3.3 Spykman Rimland Theory 3.4 Geostrategic importance of Indian Ocean .	11
4	Frontiers and Boundaries	4.1 Definition of Frontiers and Boundaries 4.2 Differences Between Frontiers and Boundaries. 4.2 Classification of International Boundaries 4.3 Boundaries of India ; Characteristics and Problems	12

Unit No.	Weightage of Marks
1	15
2	15
3	15
4	15
University Assessment	60
College Assessment	40

References:

1. Adhikari S., 1997: Political Geography, Rawat Pub. Jaipur.
2. Cohen S.B., 1973: Geography and Politics in divided world. Oxford, New York.
3. Dixit R.D., 1982: Political Geography. Tata McGraw Hill, New Delhi.
4. Dwivedi R.L., 1996: Political Geography. Chaitanya Prakashan , Allhabad.
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6. Pounds N.G., 1972: Political Geography. McGraw Hill, London.
7. Taylor P., 1998: Political Geography, Prentice Hall.
8. राजकीय भूगोल, प्रा.एस.व्ही.ढाके आणि प्रा.व्ही.जे. पाटील (2015)

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TYBA Sem.: VI

Gg. 363 (DSE 4B) Practical in Physical Geography
(Work load - 06 Periods Per Week Per Batch of 12 Students)

Total Marks: 60

Credit Points: 03

Total Clock Hours: 90

Objectives:

1. To introduce the students with SOI toposheets and to acquire the knowledge of toposheet Reading / interpretation.
2. To acquaint the students with IMD weather maps and to gain the knowledge of weather map reading/ interpretation.

Sr. No.	Unit	Sub Unit	Clock Hours
1	Elements of Topographical Map Reading	1.1 Arrangement of Toposheet On Map of India i) Indexing of Topographical Map 1.2 Marginal Information and Grid References i) Marginal information ii) Grid reference: Four and six figure . 1.3 Conventional Signs and Symbols on Indian Topographical Map	25
2	Interpretation of SOI Toposheets and Drawing of profiles	2.1 Relief Features By Contours a) Conical Hill b) Plateau c) Ridge d) Gorge e) U Shaped Valley f) V Shaped Valley g) Waterfall Slopes : Concave and Convex Slopes , Gentle and Steep Slopes, Terraced Slope. 2.2 Map Interpretation: Interpretation of Topographical Maps (Minimum any two of the following). i) Mountainous/Hilly Region ii) Plateau Region iii) Plain Region 2.3 Profiles:- Drawing of Longitudinal Profile, Cross Profile.	30
3	Interpretation of I.M.D Weather Maps	3.1 Introduction to I.M.D. Weather map 3.2 Signs and Symbols Used in the I. M. D. Weather Map. 3.3 Isobaric Patterns:	25

		i) Cyclone ii) Anti-Cyclone iii) Trough of low pressure iv) Wedge/Ridge v) Col vi) Secondary depression 3.4 Study and Interpretation of Weather Maps of Following Seasons (Minimum any two of the following). i) The Monsoon Season ii) The Winter Season iii) The Summer Season	
4	Study Tour/Village Survey	Preparation of Green Audit Report of Your College or Any Place/Tour Report/ Village Survey and Preparation of Journal	10

Note : The educational tour / Village Survey /visit to any place should be conducted and organized by the direction of Maharashtra Govt. rules and regulations and prior permission of college authority.

Weightages of Marks	
Units	Marks
1	15
2	10
3	15
4	10
Journal and Viva Voce	10
University Assessment	60
College Assessment	40

References:

- 1 Singh. R. L. and Singh R.P.B. (1972): Elements of Practical Geography; Kalyani Publication.
- 2 Khan, MD.Z.A. (1998): Text Book of Practical Geography: Concept Publishing Company.
- 3 Monkhouse F.J. and Wilkinson. H.R. (1971): Maps and Diagrams B.I. publications private limited, New Delhi.
- 4 Ahmed, I. (1994): Practical Geography, Jawahar Publishers and Distributors, New Delhi.
- 5 Sarkar, A. (1997): Practical Geography: A systematic approach, Orient Longman Ltd, Hyderabad.
- 6 Singh, Gopal, (1998): Map Work and Practical Geography.

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TYBA Sem.: VI

Gg. 364 (SEC 4) Geographical Information System.

Total Marks: 60

Credit Points: 02

Total Clock Hours: 30

Objectives:-

- To introduce the fundamentals and components of Geographic Information System
- To provide details of spatial data structures and input, management and output processes.
- To aware about the application of GIS in various fields.

Unit	Topic	Sub-topics	Clock Hours
1	Introduction to GIS	1.3 Introduction 1.4 Definition 1.5 History of GIS 1.6 Components of GIS <ul style="list-style-type: none"> • Hardware • Software • Modules • Data – Raster & Vector • Users - People 1.7 GIS operations <ul style="list-style-type: none"> • Spatial data input • Attribute data management • Data display • Data exploration • Data analysis • GIS modelling 	06
2	GIS Data Structures	2.1 Geospatial Data Types <ul style="list-style-type: none"> • Spatial Data • Non-Spatial Data 2.2 Raster Data Structure <ul style="list-style-type: none"> • Cells, Pixels, Grid • Cell size, spatial resolution • Bands • Single and multiband structures (BSQ, BIL, BIP) 2.3 Vector Data Structure <ul style="list-style-type: none"> • Point entities • Line entities 	08

		<ul style="list-style-type: none"> • Area entities 2.4 Sources of Raster & Vector data 2.5 Choice between Raster & Vector	
3	GIS Data Analysis	3.1 GIS Data Inputs <ul style="list-style-type: none"> • Keyboard Entry • Manual Digitising • Scanning & Automatic Digitising • GPS Data Inputs 3.2 Geo-Referencing 3.3 Editing 3.4 Output and Query 3.5 Overlays	08
4	Application of GIS	4.1 Land Use / Land Cover Mapping 4.2 Urban Sprawl 4.3 Forest Monitoring 4.4 Disaster Management 4.5 Defence 4.6 Natural Resource Management	08

Units	Marks
1	14
2	16
3	14
4	16
University Assessment	60
College Assessment	40

References:

English Medium

1. Michael N. Demers (2009) :Fundamentals of Geographical Information System, John Wiley & Sons, Inc.
2. Kang-tsung Chang (2008) : Introduction to Geographical Information Systems, McGraw Hill Education (India) Private Limited, Chennai
3. Jensen, J.R. (2000) :Remote Sensing of the Environment: An Earth resource Perspective. Prentice Hall.
4. Joseph George (2003) :Fundamentals of remote sensing. Universities Press
5. Lillesand, T.M. and Kieffer, R.M. (1987) :Remote Sensing and Image Interpretation, John Wiley.
6. Sabbins, F.F. (1985) :Remote sensing Principles and interpretation. W. H. Freeman & company.

Marathi Medium:

1. Dr. ShrikantKarlekar (2007):BhougolicMahitiPranali, Diamond Publication, Pune.
2. Dr. ShrikantKarlekar (2007):Dursavedan, Diamond Publication Pune.
3. Dr. D. S. Suryawanshi (2018):Geo-informatics, Prashant Publications, Jalgaon.

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TYBA Sem.: VI

Gg. 365 (GE 1B): SUSTAINABILITY AND DEVELOPMENT

Total Marks: 60

Credit Points: 03

Total Clock Hours: 45

Objectives:

1. It brings to attention the Students about the issues which surround Sustainable Development, including its Principles, Processes and Concepts, its Deciding factors, and Potentials it holds.
2. Students will get the information and Importance of the MDGS.
3. Students will be aware about National Environmental Policy.

Sr. No.	Topic	Sub Topics	Clock Hours
1	INTRODUCTION	1.3 Definition of Sustainability 1.4 Components of Sustainability a)Environmental Sustainability b)Economic Sustainability c)Social Sustainability	10
2	MILLENNIUM DEVELOPMENT GOALS	2.1 Meaning of Millennium Development Goals 2.2 Millennium Development Goals – Report 2015 (UN) 2.3 India and the MDGS 2.4 MDGS achievement and failures 2.5 Effectiveness of MDGS	12
3	SUSTAINABLE DEVELOPMENT	3.1 Definition and Nature of Sustainable Development 3.2 Need of Sustainable Development 3.3 Sustainable Development Goals (SDGS 2015) 3.4 Sustainable Development in different Ecosystem a) Agriculture b) Forest 3.5 Role of Individual and Community in Sustainable Development 3.6 Clean Development Mechanism (CDM)	12
4	INCLUSIVE DEVELOPMENT	4.1 Role of Higher Education in Sustainable Development 4.2 Health and Sustainable Development 4.3 Poverty and Diseases and Sustainable Development 4.4 Policies and Global Cooperation for Climate Change Control 4.5 National Environmental Policy 4.6 Rio + 20	11

Unit No.	Weightage of Marks
1	15
2	15
3	15
4	15
University Assessment	60
College Assessment	40

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॥ अंतरी पेटवू ज्ञानज्योत ॥



Grade - A

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव

मानवविज्ञान विद्याशाखा

Choice Based Credit System

तृतीय वर्ष कला - मराठी

सत्र पाचवे व सहावे

(शैक्षणिक वर्ष 2020 - 2021 पासून लागू)

DSC मराठी : वाङ्मयीन मराठी

विशिष्ट वाङ्मयप्रकारांचा अभ्यास

सत्र पाचवे

DSC मराठी E : एकांकिका लेखनाचा अभ्यास

सत्र सहावे

DSC मराठी F : ललित गद्य लेखनाचा अभ्यास

किंवा

पर्यायी अभ्यासपत्रिका

DSC मराठी : उपयोजित मराठी

व्यवसायाभिमुख लेखनासाठी मराठी

सत्र पाचवे

DSC मराठी E : व्यवसायाभिमुख लेखनासाठी मराठी

सत्र सहावे

DSC मराठी F : व्यवसायाभिमुख लेखनासाठी मराठी

DSE 3 मराठी : मध्ययुगीन मराठी वाङ्मयाचा इतिहास

सत्र पाचवे

DSE 3 मराठी A: मध्ययुगीन मराठी वाङ्मयाचा इतिहास

सत्र सहावे

DSE 3 मराठी B : मध्ययुगीन मराठी वाङ्मयाचा इतिहास

DSE 4 मराठी : मराठीचा भाषिक अभ्यास

सत्र पाचवे

DSE 4 मराठी A : मराठीचा भाषिक अभ्यास

सत्र सहावे

DSE 4 मराठी B : मराठीचा भाषिक अभ्यास

GE मराठी : मराठी लोकरंगभूमी

सत्र पाचवे

GE मराठी A : मराठी लोकरंगभूमी

सत्र सहावे

GE मराठी B : मराठी लोकरंगभूमी

MIL मराठी : माध्यमांसाठी लेखन व संवाद

सत्र पाचवे

MIL मराठी 3 : दृक्-श्राव्य माध्यमांसाठी लेखन व संवाद

सत्र सहावे

MIL मराठी 4 : आधुनिक समाजमाध्यमांसाठी लेखन व संवाद

SEC मराठी : लेखनकौशल्ये

सत्र पाचवे

SEC मराठी 3 : लेखनकौशल्य - निबंधलेखन

सत्र सहावे

SEC मराठी 4 : लेखनकौशल्य - ग्रंथपरीक्षण लेखन

Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon

Structure of T. Y. B. A. (Faculty of Humanities)
Under CBCS Pattern (2020 - 2021)

Semester	Discipline Specific Core Course DSC	Ability Enhancement Compulsory Courses AEC	Skill Enhancement Course SEC	Discipline Specific Elective Courses DSE	Generic Elective GE
V Credits: 28 (10 Papers)	MIL 3 (03) DSC 1 E (03) – Marathi G - 3 DSC 2 E (03) DSC 3 E (03)	English Communication (02)	SEC 3 (02) – Marathi	DSE 3 A (03) – Marathi S - 3 DSE 4 A (03) – Marathi S - 4	GE 1 A (03) – Marathi GE 2 A (03)
VI Credits: 28 (10 Papers)	MIL 4 (03) DSC 1 F (03) – Marathi G - 3 DSC 2 F (03) DSC 3 F (03)	English Communication (02)	SEC 4 (02) – Marathi	DSE 3 B (03) – Marathi S - 3 DSE 4 B (03) – Marathi S - 4	GE 1 B (03) – Marathi GE 2 B (03)

- **AEC - English Communication** ही अनिवार्य अभ्यासपत्रिका आहे. तृतीय वर्षास प्रवेशित प्रत्येक विद्यार्थ्याने ही अभ्यासपत्रिका अभ्यासणे अनिवार्य आहे.
- **MIL** ही अनिवार्य अभ्यासपत्रिका आहे. तृतीय वर्षास प्रवेशित प्रत्येक विद्यार्थ्याने मराठी, हिंदी, संस्कृत, पाली, अर्धमागधी, उर्दू यांपैकी महाविद्यालयात शिकवल्या जाणाऱ्या कोणत्याही एका भाषा विषयाच्या **MIL** मधील अभ्यासपत्रिकेची निवड करणे अनिवार्य आहे.
- **DSE 3, 4** मध्ये मराठी विषयाच्या अभ्यासपत्रिकांची निवड केल्यास **DSC** मधील तीन अभ्यासपत्रिकांपैकी एक अभ्यासपत्रिका मराठी विषयाची निवडणे (वाङ्मयीन वा उपयोजित) अनिवार्य आहे.
- **DSC** मधील अन्य दोन अभ्यासपत्रिका अन्य कोणत्याही दोन भिन्न विषयांच्या निवडता येतील.
- **SEC** मध्ये महाविद्यालयात उपलब्ध असलेल्या कोणत्याही विषयाच्या कौशल्याधारित अभ्यासपत्रिकांची निवड करणे अनिवार्य आहे.
- **GE** मध्ये महाविद्यालयात विशेष स्तरावर उपलब्ध कोणत्याही दोन विषयांच्या प्रत्येकी एक अशा एकूण दोन आंतरविद्याशाखीय अभ्यासपत्रिकांची निवडणे अनिवार्य आहे. (उदा. GE मराठी आणि GE राज्यशास्त्र)

Equivalence

T. Y. B. A.	Existing Pattern	CBCS Pattern (Since 2020 - 2021)
Sem. V	Compulsory English	AEC - English Communication
	-----	MIL 3 (Compulsory Course) (Marathi/Hindi/Sanskrit/Urdu/Pali/Aradhamagadhi)
	Special Paper S-3	DSE 3 A
	Special Paper S-4	DSE 4 A
	General Paper G-3 (Vangmayin or Upyojit)	DSC 1 E (General Paper of Special subject- DSE 3 A & 4 A) (Vangmayin or Upyojit)
	Optional	DSC 2 E (General Paper of any subject)
		DSC 3 E (General Paper of any subject)
	-----	SEC-3 (Skill based Paper of any subject)
	-----	GE-1 A (Interdisciplinary Paper of any subject)
	-----	GE-2 A (Interdisciplinary Paper of any subject)
Sem. VI	Compulsory English	AEC - English Communication
	-----	MIL 4 (Compulsory Course) (Marathi/Hindi/Sanskrit/Urdu/Pali/Aradhamagadhi)
	Special Paper S-3	DSE 3 B
	Special Paper S-4	DSE 4 B
	General Paper G-2 (Vangmayin or Upyojit)	DSC 1 F (General Paper of Special subject- DSE 3 B & 4 B) (Vangmayin or Upyojit)
	Optional	DSC 2 F (General Paper of any subject)
		DSC 3 F (General Paper of any subject)
	-----	SEC-4 (Skill based Paper of any subject)
	-----	GE-1 B (Interdisciplinary Paper of any subject)
	-----	GE-2 B (Interdisciplinary Paper of any subject)

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
मानवविज्ञान विद्याशाखा

Choice Based Credit System

तृतीय वर्ष कला – मराठी

सत्र पाचवे व सहावे

(शैक्षणिक वर्ष 2020 - 2021 पासून लागू)

अभ्यासपत्रिका	अभ्यासपत्रिकेचे शीर्षक	सत्र	सत्रानुसार शीर्षक	श्रेयांक
DSC Marathi वाङ्मयीन मराठी	विशिष्ट वाङ्मयप्रकारांचा अभ्यास	पाचवे	एकांकिका लेखनाचा अभ्यास	तीन
		सहावे	ललित गद्य लेखनाचा अभ्यास	तीन
पर्यायी अभ्यासपत्रिका				
DSC Marathi उपयोजित मराठी	व्यवसायाभिमुख लेखनासाठी मराठी	पाचवे	व्यवसायाभिमुख लेखनासाठी मराठी	तीन
		सहावे	व्यवसायाभिमुख लेखनासाठी मराठी	तीन
DSE 3 Marathi	मध्ययुगीन मराठी वाङ्मयाचा इतिहास	पाचवे	मध्ययुगीन मराठी वाङ्मयाचा इतिहास	तीन
		सहावे	मध्ययुगीन मराठी वाङ्मयाचा इतिहास	तीन
DSE 4 Marathi	मराठीचा भाषिक अभ्यास	पाचवे	मराठीचा भाषिक अभ्यास	तीन
		सहावे	मराठीचा भाषिक अभ्यास	तीन
GE Marathi	मराठी लोकरंगभूमी	पाचवे	मराठी लोकरंगभूमी	तीन
		सहावे	मराठी लोकरंगभूमी	तीन

MIL Marathi	माध्यमांसाठी लेखन व संवाद	पाचवे	दृक्-श्राव्य माध्यमांसाठी लेखन व संवाद	तीन
		सहावे	आधुनिक समाजमाध्यमांसाठी लेखन व संवाद	तीन
SEC Marathi	लेखनकौशल्ये	पाचवे	लेखनकौशल्य - निबंधलेखन	दोन
		सहावे	लेखनकौशल्य - ग्रंथपरीक्षण लेखन	दोन

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
मानव्यविज्ञान विद्याशाखा
Choice Based Credit System
तृतीय वर्ष कला – मराठी
सत्र पाचवे व सहावे
(शैक्षणिक वर्ष 2020 - 2021 पासून लागू)

DSC Marathi
वाङ्मयीन मराठी
विशिष्ट वाङ्मयप्रकारांचा अभ्यास

सत्र पाचवे
DSC Marathi E : एकांकिका लेखनाचा अभ्यास
(श्रेयांक – तीन)

दलित एकांकिका लेखनाचा अभ्यास
'निवडक दलित एकांकिका'
संपा. दत्ता भगत, साहित्य अकादेमी, नवी दिल्ली.
पहिली आवृत्ती: 2012. पुनर्मुद्रण: 2013.

● अभ्यासक्रमाची उद्दिष्टे-

1. एकांकिका या नाट्यप्रकाराचे स्वरूप व त्याची वैशिष्ट्ये जाणून घेणे.
2. मराठीतील एकांकिका लेखनाची वाटचाल लक्षात घेणे.
3. दलित एकांकिका लेखनाचे स्वरूप, त्याची वैशिष्ट्ये व वाटचाल समजून घेणे.
4. निवडक दलित एकांकिकांचा अभ्यास करणे.

● घटक विश्लेषण –

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	1.1 एकांकिका: संकल्पना, स्वरूप व वैशिष्ट्ये	01	15
	1.2 मराठीतील एकांकिका लेखनाचा परामर्श		
	1.2.1 सन 1950 पूर्व मराठीतील एकांकिका लेखन		
	1.2.2 सन 1950 नंतरचे मराठीतील एकांकिका लेखन		
	1.2.3 मराठीतील दलित एकांकिका लेखन: स्वरूपवैशिष्ट्ये व वाटचाल		

2.	‘निवडक दलित एकांकिका’ या पुस्तकातील पुढील एकांकिकांचा अभ्यास (विषयसूत्र, कथानक, पात्रचित्रण, संघर्ष, संवाद, मांडणी, भाषिक विशेष या मुद्द्यांच्या अनुषंगाने)	01	15
	1. ‘शेटजीचे इलेक्शन’ — अण्णाभाऊ साठे		
	2. ‘जहाज फुटलं आहे’ — दत्ता भगत		
	3. ‘घोटभर पाणी’ — प्रेमानंद गज्वी		
3.	‘निवडक दलित एकांकिका’ या पुस्तकातील पुढील एकांकिकांचा अभ्यास (विषयसूत्र, कथानक, पात्रचित्रण, संघर्ष, संवाद, मांडणी, भाषिक विशेष या मुद्द्यांच्या अनुषंगाने)	01	15
	1. ‘डोया व्हईसन आंधया’ — भगवान ठाकूर		
	2. ‘बायको मी देवाची’ — रामनाथ चव्हाण		
	3. ‘ऐन आषाढात पंढरपुरात’ — संजय पवार		
	एकूण श्रेयांक व घड्याळी तासिका	03	45

• संदर्भग्रंथ-

1. आधुनिक मराठी नाटक (आशय आणि आकृतिबंध) — सुषमा जोगळेकर
2. दलित रंगभूमी — संपादन व प्रस्तावना: भालचंद्र फडके, सुरेश एजन्सी, पुणे.
3. मराठी रंगभूमीच्या तीस रात्री — मकरंद साठे, पॉप्युलर, मुंबई.
4. मराठी नाटक आणि रंगभूमी: पहिले शतक (1843-1943) — वि. भा. देशपांडे, व्हीनस, पुणे.
5. मराठी नाटक: स्वातंत्र्योत्तर काल (1947-90) — वि. भा. देशपांडे, व्हीनस, पुणे.
6. मराठी नाटक नाटककार: काळ आणि कर्तृत्व खंड 1, 2, 3 — वि. भा. देशपांडे, दिलीपराज, पुणे.
7. मराठी नाट्यसृष्टी — गो. म. कुलकर्णी, मेहता, पुणे.
8. मराठी नाटक आणि रंगभूमी विसावे शतक — वसंत आबाजी डहाके, पॉप्युलर, मुंबई.
9. माझा नाट्यलेखन / दिग्दर्शनाचा प्रवास — संपा. वि. भा. देशपांडे, उन्मेष, पुणे.
10. प्रदक्षिणा खंड 2 — संपा. अनिरुध्द कुलकर्णी, कॉन्टिनेन्टल, पुणे.
11. निवडक मराठी एकांकिका — संपा. सुधा जोशी, रत्नाकर मतकरी, साहित्य अकादेमी, नवी दिल्ली.
12. नाटक-एक वाङ्मयप्रकार — दत्ता भगत, य. च. म. मु. वि., नाशिक.
13. मराठी नाटक आणि रंगभूमी — हिमांशू स्मार्त, विश्वनाथ शिंदे, प्रतिमा, पुणे.
14. नाटकी नाटक — कमलाकर नाडकर्णी, मनोविकास, पुणे.
15. नाट्यावलोकन — आरती कुलकर्णी, रेखा जगनाळे-मोतेवार, विजय, नागपूर.
16. दलित साहित्य: उद्गम आणि विकास — योगेन्द्र मेश्राम
17. दलित रंगभूमी — संपा. भालचंद्र फडके
18. दलित रंगभूमी आणि नाट्यचळवळ — मधुकर मोकाशी, स्नेहवर्धन, पुणे.
19. दलित नाटक आणि रंगभूमी — ईश्वर नंदापुरे
20. दलित नाटक: प्रेरणा व विकास — शैलेश त्रिभुवन
21. एकांकिका विशेषांक, पंचधारा, जुलै-सप्टेंबर 2015.
22. <https://www.marathirushti.com/articles/दलित-रंगभूमी-दलित-नाट्यच/>

सत्र सहावे
DSC Marathi F : ललित गद्य लेखनाचा अभ्यास
(श्रेयांक –तीन)

ललित गद्य लेखनाचा अभ्यास
‘ललितरंग’ (स्त्रीविषयक निवडक ललित गद्य)

संपादन: मराठी अभ्यासमंडळ, कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव.
(सदर पुस्तकात सहा ललित गद्य लेखांचा समावेश असेल.)

● **अभ्यासक्रमाची उद्दिष्टे-**

1. ललित गद्य या वाङ्मयप्रकाराची संकल्पना, त्याचे स्वरूप व त्याची वैशिष्ट्ये जाणून घेणे.
2. मराठीतील ललित गद्य लेखनाच्या वाटचालीचा परामर्श घेणे.
3. ललित गद्य लेखनातील विविध प्रकारांची, त्यांच्या बदलत्या रूपांची माहिती करून घेणे.
4. स्त्रीविषयक निवडक ललित गद्य लेखनाचा अभ्यास करणे.

● **घटक विश्लेषण –**

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	1.1 ललित गद्य: संकल्पना, स्वरूप व वैशिष्ट्ये	01	15
	1.2 मराठी ललित गद्य लेखनाचा परामर्श		
	1.2.1 सन 1950 पूर्वीचे मराठी ललित गद्य (लघुनिबंध)		
	1.2.2 सन 1950 नंतरचे मराठी ललित गद्य (ललित निबंध)		
	1.2.3 सन 1975 नंतरचे ललित गद्य (लेखनाचे विविधांगी स्वरूप)		
2.	‘ललितरंग’ या पुस्तकातील (क्र. एक ते तीन) ललित गद्य लेखांचा अभ्यास (लेखनातील ‘मी’, अनुभवाचे स्वरूप - भावनात्मकता व चिंतनशीलता, स्त्रीजीवनाचे दर्शन, निवेदन, भाषिक व शैली विशेष, मांडणी या मुद्द्यांच्या अनुषंगाने)	01	15
3.	‘ललितरंग’ या पुस्तकातील (क्र. चार ते सहा) ललित गद्य लेखांचा अभ्यास (लेखनातील ‘मी’, अनुभवाचे स्वरूप - भावनात्मकता व चिंतनशीलता, स्त्रीजीवनाचे दर्शन, निवेदन, भाषिक व शैली विशेष, मांडणी या मुद्द्यांच्या अनुषंगाने)	01	15
	एकूण श्रेयांक व घड्याळी तासिका	03	45

• **संदर्भग्रंथ-**

1. लघुनिबंध ते मुक्तगद्य — वि. शं. चौधुले, मॅजेस्टिक, मुंबई.
2. ललित गद्याचे तात्त्विक स्वरूप आणि लघुनिबंधाचा इतिहास — आनंद यादव, मेहता, पुणे.
3. आधुनिक मराठी वाङ्मयाचा इतिहास खंड पहिला व दुसरा — संपा. अ. ना. देशपांडे, व्हीनस, पुणे.
4. मराठी वाङ्मयाचा इतिहास खंड सातवा — संपा. रा. ग. जाधव, महाराष्ट्र साहित्य परिषद, पुणे.
5. लोकरंग — संपा. चंद्रकुमार नलगे, गंगाधर पानतावणे, रिया, कोल्हापूर.
6. मराठी लघुनिबंधाचा जनक कोण ? — ना. सी. फडके
7. मराठी निबंध-लघुनिबंध: स्वरूप व विवेचन — संपा. चंद्रकांत देऊळगावकर, वि. ना. देऊळकर, मेहता, पुणे.
8. लघुनिबंध आणि लघुनिबंधकार — संपा. भिवाजी अर्जुन परब, ढवळे, मुंबई.
9. मराठी साहित्य: प्रेरणा व स्वरूप (1950-1975) — संपा. गो. मा. पवार, म. द. हातकणंगलेकर, पॉप्युलर, मुंबई.
10. प्रदक्षिणा खंड 1 व 2- संपा. अनिरुध्द कुलकर्णी, कॉन्टिनेन्टल, पुणे.
11. साहित्याची निर्मितीप्रक्रिया — आनंद यादव, मेहता, पुणे.
12. वाङ्मयप्रकार: संकल्पना आणि स्वरूप — संपा. आनंद वास्कर, अन्वय, पुणे.
13. मराठी गद्य: पूर्वपीठिका आणि निबंध — हरिश्चंद्र तुकाराम थोरात, स्वरूप, औरंगाबाद.
14. मुक्तगद्य: संकल्पना आणि उपयोजन — वि. शं. चौधुले, मॅजेस्टिक, मुंबई.
15. प्रस्तावना — ललित गद्याचे स्वरूप: आकलन व अध्यापन, आनंद यादव, ललित गद्यलेणी — संपा. कैलास सार्वेकर, अमोल, पुणे.
16. महाराष्ट्र साहित्य पत्रिका, अंक 291-292, ऑक्टोबर 1999 ते मार्च 2000.
17. ललित गद्य विशेषांक, ललित, ऑगस्ट 1988.
18. स्तंभलेखन विशेषांक, साहित्यसूची, दिवाळी 1996.
19. मराठीतील ललित गद्य: विचार आणि विस्तार, अक्षरयात्रा विशेषांक 2011-12, संपा. उज्ज्वला मेहंदळे
20. ललित गद्य विशेषांक, ललित, मार्च 2013.
21. स्त्री साहित्याचा मागोवा खंड 1, 2 — संपा. मंदा खांडगे व इतर, साहित्यप्रेमी भगिनी मंडळ, पुणे.
22. स्त्री-लिपी (स्त्री-साहित्यातील बदलांचा वेध) — नीलिमा गुंडी, मेनका, मुंबई.
23. मराठी लेखिका: चिंता आणि चिंतन — भालचंद्र फडके, श्रीविद्या, पुणे.

पर्यायी अभ्यासपत्रिका

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
मानव्यविज्ञान विद्याशाखा
Choice Based Credit System
तृतीय वर्ष कला – मराठी
सत्र पाचवे व सहावे
(शैक्षणिक वर्ष 2020 - 2021 पासून लागू)

DSC Marathi
उपयोजित मराठी
व्यवसायाभिमुख लेखनासाठी मराठी

सत्र पाचवे

DSC Marathi E : व्यवसायाभिमुख लेखनासाठी मराठी
(श्रेयांक – तीन)

• अभ्यासक्रमाची उद्दिष्टे-

1. व्यावसायिक लेखनासाठी मराठी भाषेचे उपयोजन करण्यास शिकणे.
2. अहवाल लेखनाचे स्वरूप जाणून असे लेखन करणे.
3. संपादन प्रक्रियेची माहिती घेऊन त्या प्रक्रियेचा अनुभव घेणे.
4. प्रकाशन व्यवसायाबाबत जाणून घेऊन त्याच्याशी संबंधित विविध कामांची माहिती घेणे.

• घटक विश्लेषण -

घटक क.	घटक	श्रेयांक	घड्याळी तासिका
1.	अहवाल लेखन	01	15
	1.1 अहवाल लेखन: स्वरूप, घटक व वैशिष्ट्ये		
	1.2 अहवाल लेखकाच्या अंगी आवश्यक गुण		
	1.3 अहवालांचे स्वरूप: वाङ्मयमंडळ, मराठी विभाग कार्यक्रम, शैक्षणिक सहल, राष्ट्रीय सेवा योजना शिबीर, युवती सभा कार्यक्रम		
	1.4 उपयोजन - वर नमूद केलेल्यांपैकी कोणत्याही एका प्रकारच्या अहवालाचे लेखन करा.		
2.	संपादन: स्वरूप व प्रक्रिया	01	15
	2.1 संपादन: प्रयोजन व भूमिका		
	2.2 संपादन: नियोजन, पूर्वतयारी व संपादकाच्या अंगी आवश्यक गुण		

	2.3 संपादनाचे स्वरूप: स्मरणिका व गौरविका, वार्षिक अंक / दिवाळी अंक, नियतकालिक (पाक्षिक, मासिक, द्वैमासिक)		
	2.4 उपयोजन — वर नमूद केलेल्यांपैकी कोणत्याही एका प्रकारातील संपादनाचा आराखडा तयार करा.		
3.	प्रकाशन व्यवसाय: स्वरूप व प्रक्रिया	01	15
	3.1 ग्रंथप्रकाशन: प्रयोजन व भूमिका		
	3.2 प्रकाशन व्यवसाय: नियोजन, पूर्वतयारी व त्यासाठी आवश्यक गुण		
	3.3 अ) ग्रंथप्रकाशनाची प्रक्रिया: मुद्रणप्रत, मुद्रितशोधन, मुखपृष्ठ, मांडणी, सजावट, मुद्रक, कागदनिवड, मुद्रणपध्दती, बांधणी, वितरक, स्वामित्व हक्क, लेखककरार, ग्रंथनोंदी, आवृत्ती, पुनर्मुद्रण आ) ग्रंथवितरण व विक्री: वितरणव्यवस्था, विक्रेताप्रकार, ग्रंथालय, जाहिरात, प्रोमो, समीक्षा, ई-बुक, ऑनलाईन विक्री		
	3.4 उपयोजन — परिसरातील एखाद्या प्रकाशन संस्थेच्या कार्यालयास किंवा पुस्तक वितरण व विक्री करणाऱ्या व्यावसायिकाच्या कार्यालयास भेट द्या व तेथील कामकाजासंबंधी जाणून घ्या.		
	एकूण श्रेयांक व घड्याळी तासिका	03	45

टीप — अंतर्गत परीक्षेसाठी प्रत्येक घटकातील उपयोजनात्मक भागावर भर दिला जाईल. तसेच विद्यापीठ परीक्षेच्या प्रश्नपत्रिकेत प्रत्येक घटकावरील उपयोजनात्मक भागावरीलही प्रश्न समाविष्ट असतील.

सत्र सहावे

DSC Marathi F : व्यवसायाभिमुख लेखनासाठी मराठी (श्रेयांक — तीन)

• अभ्यासक्रमाची उद्दिष्टे-

1. व्यावसायिक लेखनासाठी मराठी भाषेचे उपयोजन करण्यास शिकणे.
2. नाटक व चित्रपट यांच्या परीक्षण लेखनाचे स्वरूप जाणून घेऊन त्याचे उपयोजन करण्यास शिकणे.
3. मुलाखत घेण्यासाठी आवश्यक बाबींची माहिती घेऊन मुलाखत लेखनाची प्रक्रिया आत्मसात करणे.
4. भाषांतराची प्रक्रिया जाणून घेऊन भाषांतराचा सराव करणे.

• घटक विश्लेषण —

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	परीक्षण लेखन	01	15
	1.1 परीक्षण लेखन: स्वरूप, घटक व वैशिष्ट्ये		
	1.2 परीक्षण लेखन: पूर्वतयारी व आवश्यक गुण		
	1.3 परीक्षण लेखनाचे स्वरूप: नाट्य परीक्षण लेखन व चित्रपट परीक्षण लेखन		
	1.4 उपयोजन — एखादा चित्रपट वा एखादे नाटक पाहून त्याचे परीक्षण लिहा.		
2.	मुलाखत लेखन	01	15
	2.1 मुलाखत: प्रयोजन व स्वरूप		
	2.2 मुलाखत: पूर्वतयारी, प्रश्नसूची व मुलाखतकाराच्या अंगी आवश्यक कौशल्ये		
	2.3 मुलाखतीचे स्वरूप: माध्यमनिहाय मुलाखती (मुद्रित, श्राव्य, दृक-श्राव्य माध्यमांसाठी मुलाखत)		
	2.4 उपयोजन— कोणत्याही एका माध्यमासाठी प्रशासन, क्रीडा वा साहित्य या क्षेत्रांमध्ये विशेष कामगिरी बजावणाऱ्या एका व्यक्तीची मुलाखत घेऊन ती लिहून काढा.		
3.	भाषांतर लेखन	01	15
	3.1 भाषांतर: स्वरूप व प्रक्रिया		
	3.2 भाषांतर, अनुवाद, भावानुवाद, रूपांतर यांतील साम्य-भेद		
	3.3 भाषांतर: आवश्यक कौशल्ये		
	3.4 उपयोजन — इंग्लिश वा हिंदी उताऱ्याचे मराठीत भाषांतर करणे किंवा अहिराणी व आदिवासी बोलीतील कथा / उतारा यांचे मराठीत भाषांतर करणे.		
	एकूण श्रेयांक व घड्याळी तासिका	03	45

टीप — अंतर्गत परीक्षेसाठी प्रत्येक घटकातील उपयोजनात्मक भागावर भर दिला जाईल. तसेच विद्यापीठ परीक्षेच्या प्रश्नपत्रिकेत प्रत्येक घटकावरील उपयोजनात्मक भागावरीलही प्रश्न समाविष्ट असतील.

• संदर्भग्रंथ-

1. व्यावहारिक मराठी — ल. रा. नशिराबादकर, फडके, कोल्हापूर.
2. व्यावहारिक मराठी — संपा. स्नेहल तावरे, स्नेहवर्धन, पुणे.
3. व्यावहारिक मराठी — प्रकाश परब, मिथुन, मुंबई.

4. मराठी भाषा: उपयोजन आणि सर्जन — संपा. अनिल गवळी
5. रसग्रहण: कला व स्वरूप — गो. म. कुलकर्णी, कॉन्टिनेन्टल, पुणे.
6. रसास्वाद: वाङ्मय आणि कला — माधव आचवल, मुंबई मराठी साहित्य संघ, मुंबई.
7. संपादन: स्वरूप व कार्ये — य. च. म. मु. वि., नाशिक.
8. साहित्य संवाद - वि. शं. चौघुले, प्रतिमा, पुणे.
9. मराठी प्रकाशनव्यवसाय परिचय — शरद गोगटे
10. पॉप्युलर रीतिपुस्तक — रामदास भटकळ, मृदुला जोशी, पॉप्युलर, मुंबई.
11. मराठी ग्रंथप्रकाशनाची 200 वर्षे — शरद गोगटे, राजहंस, पुणे.
12. बखर एका प्रकाशकाची — पं. अ. कुलकर्णी, मेनका, पुणे.
13. मराठी ग्रंथनिर्मितीची वाटचाल — शं. गो. तुळपुळे, महाराष्ट्र ग्रंथोत्तेजक सभा, पुणे.
14. साहित्याची भूमी — श्री. पु. भागवत, ग्रंथाली, मुंबई.
15. मराठी प्रकाशनांचे स्वरूप, प्रेरणा आणि परंपरा — अ. ह. लिमये, प्रसाद, पुणे.
16. मराठी लेखनकोश — यास्मिन शेख
17. भाषांतरमीमांसा — संपा. कल्याण काळे, अंजली सोमण, प्रतिमा, पुणे.
18. भाषांतर — सदा कऱ्हाडे, लोकवाङ्मय गृह, मुंबई.
19. भाषांतर — शास्त्र की कला ? — म. वि. फाटक, रजनी ठकार, वरदा, पुणे.
20. भाषांतर आणि भाषा — विलास सारंग, मौज, मुंबई.
21. अनुवादमीमांसा — संपा. केशव तुपे, साक्षात, औरंगाबाद.
22. भाषांतरविद्या: स्वरूप आणि समस्या - संपा. रमेश वरखेडे, य. च. म. मु. वि., नाशिक.
23. अनुवादविज्ञान — निलेश लोंढे, स्वरूप, पोखणी, परभणी.
24. भाषा आणि भाषांतर - य. च. म. मु. वि., नाशिक.

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
मानव्यविज्ञान विद्याशाखा
Choice Based Credit System
तृतीय वर्ष कला – मराठी
सत्र पाचवे व सहावे
(शैक्षणिक वर्ष 2020 - 2021 पासून लागू)

DSE 3 Marathi
मध्ययुगीन मराठी वाङ्मयाचा इतिहास

सत्र पाचवे

DSE Marathi 3 A: मध्ययुगीन मराठी वाङ्मयाचा इतिहास
(श्रेयांक –तीन)

• अभ्यासक्रमाची उद्दिष्टे-

1. मध्ययुगीन मराठी वाङ्मयाच्या इतिहासाचा परिचय करून घेणे.
2. मध्ययुगीन मराठी वाङ्मयाच्या निर्मितीमागील प्रेरणा जाणून घेणे.
3. महानुभाव संप्रदायाच्या वाङ्मयनिर्मितीचे स्वरूप लक्षात घेऊन त्याची वैशिष्ट्ये जाणून घेणे.
4. शाहिरी काव्याचे स्वरूप लक्षात घेऊन त्याची ठळक वैशिष्ट्ये जाणून घेणे.
5. निवडक ग्रंथकारांच्या वाङ्मयनिर्मितीचा वा साहित्यकृतींचा परिचय करून घेणे.

• घटक विश्लेषण -

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	महानुभाव संप्रदायाची वाङ्मयनिर्मिती 1.1 महानुभाव संप्रदाय: तत्त्वज्ञान व आचारधर्म 1.2 महानुभाव संप्रदायाच्या पद्य व गद्य वाङ्मयाचा परिचय 1.3 महानुभाव संप्रदायाच्या वाङ्मयाची ठळक वैशिष्ट्ये	01	15
2.	शाहिरींची वाङ्मयनिर्मिती 2.1 शाहिरी काव्य: प्रेरणा व भूमिका 2.2 शाहिरींच्या पोवाडा व लावणी वाङ्मयाचा परिचय 2.3 शाहिरी काव्याची ठळक वैशिष्ट्ये	01	15
3.	निवडक ग्रंथकारांच्या वाङ्मयनिर्मितीचा वा साहित्यकृतींचा परिचय 3.1 म्हाईभट 3.2 'दृष्टांतपाठ' 3.3 अनंत फंदी 3.4 'सुंदरा मनामध्ये भरली...'	01	15
	एकूण श्रेयांक व घड्याळी तासिका	03	45

सत्र सहावे
DSE Marathi 3 B: मध्ययुगीन मराठी वाङ्मयाचा अभ्यास
(श्रेयांक –तीन)

● **अभ्यासक्रमाची उद्दिष्टे-**

1. मध्ययुगीन मराठी वाङ्मयाच्या इतिहासाचा परिचय करून घेणे.
2. मध्ययुगीन मराठी वाङ्मयाच्या निर्मितीमागील प्रेरणा जाणून घेणे.
3. वारकरी संप्रदायातील प्रमुख संतकवींच्या काव्यनिर्मितीचे स्वरूप जाणून घेऊन त्याची वैशिष्ट्ये लक्षात घेणे.
4. बखर वाङ्मयनिर्मितीचा परिचय करून घेऊन त्याची ठळक वैशिष्ट्ये जाणून घेणे.
5. निवडक ग्रंथकारांच्या वाङ्मयनिर्मितीचा वा साहित्यकृतींचा परिचय करून घेणे.

● **घटक विश्लेषण -**

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	वारकरी संप्रदायाची वाङ्मयनिर्मिती	01	15
	1.1 वारकरी संप्रदाय: तत्त्वज्ञान व आचारधर्म 1.2 वारकरी संप्रदायातील प्रमुख संतकवींच्या स्फुट व ग्रंथरूप काव्यनिर्मितीचा परिचय 1.3 वारकरी संप्रदायाच्या वाङ्मयनिर्मितीची ठळक वैशिष्ट्ये		
2.	बखर वाङ्मयनिर्मिती	01	15
	2.1 बखरलेखन: प्रेरणा व भूमिका 2.2 बखरलेखनाचा परिचय (शिवपूर्वकालीन, शिवकालीन व पेशवेकालीन बखरी) 2.3 बखरलेखनाची ठळक वैशिष्ट्ये		
3.	निवडक ग्रंथकारांच्या वाङ्मयनिर्मितीचा वा साहित्यकृतींचा परिचय	01	15
	3.1 ज्ञानेश्वर 3.2 'तुकारामगाथा' 3.3 मल्हार रामराव चिटणीस 3.4 'भाऊसाहेबांची बखर'		
एकूण श्रेयांक व घड्याळी तासिका		03	45

● **संदर्भग्रंथ-**

1. मराठी वाङ्मयाचा इतिहास खंड 1, 2, 3 – संपा. रा. श्री. जोग, महाराष्ट्र साहित्य परिषद, पुणे.
2. प्राचीन मराठी वाङ्मयाचे स्वरूप – ह. श्री. शेणोलीकर, मोघे प्रकाशन, कोल्हापूर.
3. प्राचीन मराठी वाङ्मयाचा इतिहास खंड 1 ते 4 – अ. ना. देशपांडे, कॉन्टिनेन्टल, पुणे.
4. महाराष्ट्र सारस्वत खंड 1, 2 – वि. ल. भावे, पॉप्युलर, मुंबई.
5. मराठी साहित्य, इतिहास आणि संस्कृती – वसंत आबाजी डहाके, भटकळ फाँडेशन, मुंबई.

6. प्राचीन मराठी वाङ्मयाचा इतिहास — ल. रा. नशिराबादकर, फडके, कोल्हापूर.
7. मराठी साहित्याचे आदिबंध — उषा देशमुख
8. पाच भक्तिसंप्रदाय — र. रा. गोसावी
9. पाच संतकवी — शं. गो. तुळपुळे
10. वारकरी संप्रदाय: उदय आणि विकास — भा. पं. बहिरट व अन्य
11. धर्मसंप्रदाय आणि मध्ययुगीन मराठी वाङ्मय — र. बा. मंचरकर
12. संत वाङ्मयाची सामाजिक फलश्रुती — गं. बा. सरदार, लोकवाङ्मय गृह, मुंबई.
13. महाराष्ट्रीय संतमंडळाचे ऐतिहासिक कार्य — बा. रं. सुंठणकर, लोकवाङ्मय गृह, मुंबई.
14. संत, पंत आणि तंत — श्री. म. माटे
15. मध्ययुगीन साहित्याचा पुनर्विचार — श्री. रं. कुलकर्णी, राजहंस, पुणे.
16. मध्ययुगीन साहित्याविषयी — सतीश बडवे, मीरा बुक्स अँड पब्लिकेशन्स, औरंगाबाद.
17. महानुभाव पंथ आणि त्याचे वाङ्मय — शं. गो. तुळपुळे, व्हीनस, पुणे.
18. प्राचीन मराठी संतकवयित्रींचे वाङ्मयीन कार्य — सुहासिनी इल्लेकर, परिमल, औरंगाबाद.
19. संत कवयित्री — इंदुमती शेवडे
20. रोकडे पाझर — राजन गवस, दर्या प्रकाशन, पुणे.
21. संतसाहित्यमीमांसा — संपा. ताहेर पठाण, न. ब. कदम, शब्दालय, श्रीरामपूर.
22. प्राचीन मराठीच्या नवधारा — रा. चिं. ढेरे, मोघे, कोल्हापूर.
23. प्राचीन मराठी गद्य: प्रेरणा व परंपरा — श्री. रं. कुलकर्णी, सिंधु पब्लिकेशन, मुंबई.
24. बखर वाङ्मय: उद्गम आणि विकास — बापूजी संकपाळ
25. बखरवाङ्मय — र. वि. हेरवाडकर, व्हीनस, मुंबई.
26. मराठी बखरवाङ्मयाचा पुनर्विचार — गं. ब. ग्रामोपाध्ये, मेहता, पुणे.
27. मराठी कवितेचा उषःकाल — श्री. म. वर्दे, मौज, मुंबई.
28. शाहिरी कविता: एक चिकित्सा - प्रकाश देशपांडे केजकर, स्वरूप, औरंगाबाद.
29. मन्हाटी लावणी — संपा. म. वा. धोंड
30. मराठी शाहिरी वाङ्मय — म. ना. सहस्त्रबुध्दे

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
मानव्यविज्ञान विद्याशाखा
Choice Based Credit System
तृतीय वर्ष कला – मराठी
सत्र पाचवे व सहावे
(शैक्षणिक वर्ष 2020 - 2021 पासून लागू)

DSE 4 Marathi
मराठीचा भाषिक अभ्यास

सत्र पाचवे

DSE Marathi 4 A: मराठीचा भाषिक अभ्यास
(श्रेयांक –तीन)

• अभ्यासक्रमाची उद्दिष्टे-

1. भाषेचे स्वरूप आणि तिचे कार्य जाणून घेणे.
2. भाषाभ्यासाच्या विविध अंगांचा परिचय करून घेणे.
3. भाषा उत्पत्तीचे सिध्दांत जाणून घेणे.
4. भाषाकुल संकल्पना समजून घेऊन मराठीच्या भाषाकुलाची माहिती घेणे.
5. मराठी भाषेच्या उत्पत्तीसंबंधीची मते जाणून घेऊन मराठीची पूर्वपीठिका लक्षात घेणे.

• घटक विश्लेषण -

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	भाषा: स्वरूप आणि कार्य 1.1 भाषा: स्वरूप व लक्षणे / वैशिष्ट्ये 1.2 भाषेचे कार्य: संदेशन / संज्ञापन (भाषिक संदेशनाचे निराळेपण) 1.3 भाषाभ्यासाची विविध अंगे (ऐतिहासिक, वर्णनात्मक व सामाजिक भाषाविज्ञान यांचा परिचय)	01	15
2.	भाषा उत्पत्ती आणि भाषांचे वर्गीकरण 2.1 भाषा उत्पत्तीचे सिध्दांत (प्रमुख सिध्दांतांचा परिचय) 2.2 भाषाकुल संकल्पना व मराठी भाषा – 2.2.1 भाषाकुल संकल्पना (जगातील प्रमुख भाषाकुले, होर्नले यांचा अंतर्वर्तुळ-बहिर्वर्तुळ सिध्दांत) 2.2.2 मराठीचे भाषाकुल		
3.	मराठी भाषेची उत्पत्ती आणि पूर्वपीठिका 3.1 मराठी भाषेच्या उत्पत्तीनिश्चितीसंबंधी साधने - 3.1.1 शिलालेख (उनकेश्वर, पंढरपूर, नेवासे, अंबाजोगाई, परळ,	01	15

	<p>श्रवणबेळगोळ, दिवे आगर येथील शिलालेख)</p> <p>3.1.2 ग्रंथ (ज्योतिषरत्नमाला, मानसोल्लास, कुवलयमाला, राजमतीप्रबोध, विवेकसिंधू, लीळाचरित्र, ज्ञानेश्वरी)</p> <p>3.2 मराठी भाषेच्या उत्पत्तीसंबंधीचा वैद्य - गुणे वाद</p> <p>3.3 मराठीची जनकभाषा (वि. का. राजवाडे, कृ. पां. कुलकर्णी, शं. गो. तुळपुळे, प्र. रा. देशमुख यांची मते)</p>		
	एकूण श्रेयांक व घड्याळी तासिका	03	45

सत्र सहावे
DSE Marathi 4 B : मराठीचा भाषिक अभ्यास
(श्रेयांक –तीन)

● **अभ्यासक्रमाची उद्दिष्टे-**

1. मराठीच्या कालिक भेदांचे स्वरूप जाणून घेऊन त्यांची वैशिष्ट्ये नोंदविणे.
2. मराठीच्या प्रांतिक भेदांची माहिती करून घेणे.
3. मराठीच्या निवडक प्रमुख बोलींच्या वैशिष्ट्यांचा परिचय करून घेणे.
4. भाषाविषयक समज-गैरसमज यांचे निराकरण करून घेणे.
5. मराठीवरील अन्य भाषांच्या प्रभावाचे स्वरूप लक्षात घेणे.

● **घटक विश्लेषण -**

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	मराठीचे कालिक भेद	01	15
	<p>1.1 यादवकालीन मराठी: स्वरूप व वैशिष्ट्ये</p> <p>1.2 बहामनीकालीन मराठी: स्वरूप व वैशिष्ट्ये</p> <p>1.3 शिवकालीन व पेशवेकालीन मराठी: स्वरूप व वैशिष्ट्ये</p>		
3.	मराठीचे प्रांतिक भेद (प्रमाण मराठी व बोली)	01	15
	<p>2.1 मराठीचा भाषिक नकाशा (प्रांतिक भेद)</p> <p>2.2 प्रमाणभाषा व बोली: सहसंबंध</p> <p>2.3 वऱ्हाडी, चंदगडी व अहिराणी या बोलींच्या ठळक वैशिष्ट्यांचा परिचय</p>		
4.	भाषाविषयक समज-गैरसमज व मराठीवरील अन्य भाषांचा प्रभाव	01	15
	<p>3.1 भाषाविषयक समज-गैरसमज (भाषा: शुध्द-अशुध्द, भाषा: प्रमाण-अप्रमाण, भाषा: श्रेष्ठ-कनिष्ठ, भाषा: मौखिक-लिखित)</p> <p>3.2 संस्कृत, फारसी, द्राविडी, हिन्दी या भाषांचा मराठीवरील प्रभाव</p> <p>3.3 इंग्लिश व अन्य युरोपियन भाषांचा मराठीवरील प्रभाव</p>		
	एकूण श्रेयांक व घड्याळी तासिका	03	45

• संदर्भग्रंथ-

1. भाषाविज्ञान: वर्णनात्मक व ऐतिहासिक — संपा. मालशे, इनामदार, सोमण
2. भाषा आणि संस्कृती - ना. गो. कालेलकर
3. भाषा: इतिहास आणि भूगोल — ना. गो. कालेलकर
4. ऐतिहासिक भाषाविज्ञान — र. रा. गोसावी
5. भाषा: अंतःसूत्र आणि व्यवहार — संपा. मु. ग. पानसे
6. मराठीचा भाषिक अभ्यास (ऐतिहासिक व वर्णनात्मक) — संपा. मु. श्री. कानडे
7. मराठी भाषेचा इतिहास — गं. ना. जोगळेकर
8. सुलभ भाषाविज्ञान — द. दि. पुंडे
9. भाषाविज्ञान आणि मराठी भाषा — अनिल गवळी
10. सुबोध भाषाशास्त्र — प्र. न. जोशी
11. मराठीचे ऐतिहासिक भाषाशास्त्र — गोसावी-वैद्य
12. भाषा आणि भाषाशास्त्र — श्री. न. गजेंद्रगडकर
13. मराठी भाषा: वाढ आणि बिघाड — श्री. के. क्षीरसागर
14. अर्वाचीन मराठी — रमेश धोंगडे
15. वैखरी — अशोक केळकर
16. भाषाविचार आणि मराठी भाषा — गं. ब. ग्रामोपाध्ये
17. मराठी भाषा: उद्गम आणि विकास — कृ. पां. कुलकर्णी
18. मराठी भाषेचे मूळ — विश्वनाथ खैरे
19. यादवकालीन मराठी भाषा — शं. गो. तुळपुळे
20. भाषा, समाज आणि संस्कृती — सोनाली देशपांडे-गुजर
21. महाराष्ट्राचा भाषिक नकाशा (पूर्वतयारी) — रमेश धोंगडे
22. बोलीभाषा संशोधनाच्या नव्या दिशा — संपा. म. सु. पगारे, आशुतोष पाटील
23. अहिराणी बोली: भाषावैज्ञानिक अभ्यास — रमेश सूर्यवंशी
24. समाजभाषाविज्ञान: बोलींचा अभ्यास — सुधाकर चौधरी
25. मायबोलीचा जागर, स्मरणिका, राज्यस्तरीय मराठी बोली साहित्य संमेलन 2019, महाराष्ट्र साहित्य परिषद, पाचोरा, जि. जळगाव.
26. लेख - चंदगडी बोली, नंदकुमार मोरे, भारतीय भाषांचे लोकसर्वेक्षण - महाराष्ट्र खंड, मुख्य संपादक - गणेश देवी, पृ. 114-129.
27. लेख - चंदगडी बोली, नंदकुमार मोरे, भाषा आणि जीवन, दिवाळी 2012, बोली विशेषांक, पृ. 47-56.

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
मानव्यविज्ञान विद्याशाखा
Choice Based Credit System
तृतीय वर्ष कला – मराठी
सत्र पाचवे व सहावे
(शैक्षणिक वर्ष 2020 - 2021 पासून लागू)

GE Marathi
मराठी लोकरंगभूमी

सत्र पाचवे
GE Marathi A : मराठी लोकरंगभूमी
(श्रेयांक –तीन)

• अभ्यासक्रमाची उद्दिष्टे-

1. लोकरंगभूमीची संकल्पना जाणून घेणे.
2. लोकरंगभूमीचे स्वरूप जाणून घेऊन वैशिष्ट्यांचा परिचय करून घेणे.
3. लोकसाहित्य आणि लोकरंगभूमी यांचे परस्परसंबंध समजून घेणे.
4. कीर्तन आणि भारूड या लोकरंगभूमीच्या पारंपरिक रूपांची स्वरूपवैशिष्ट्ये जाणून घेणे.
5. खान्देशी वही आणि कोकणी दशावतार या लोकरंगभूमीच्या प्रादेशिक प्रकारांची स्वरूपवैशिष्ट्ये जाणून घेणे.

• घटक विश्लेषण -

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	लोकरंगभूमी: संकल्पना व स्वरूप	01	15
	1.1 लोकरंगभूमी: संकल्पना		
	1.2 लोकरंगभूमी: स्वरूप व वैशिष्ट्ये		
	1.3 लोकसाहित्य व लोकरंगभूमी: परस्परसंबंध		
2.	लोकरंगभूमी: पारंपरिक रूपे	01	15
	2.1 कीर्तन: भूमिका, स्वरूप, प्रकार व वैशिष्ट्ये		
	2.2 भारूड: भूमिका, स्वरूप, प्रकार व वैशिष्ट्ये		
3.	लोकरंगभूमी: प्रादेशिक रूपे	01	15
	3.1 वही (खान्देशी): स्वरूप व वैशिष्ट्ये		
	3.2 दशावतार (कोकणी): स्वरूप व वैशिष्ट्ये		
	एकूण श्रेयांक व घड्याळी तासिका	03	

सत्र सहावे
GE Marathi B : मराठी लोकरंगभूमी
(श्रेयांक –तीन)

• **अभ्यासक्रमाची उद्दिष्टे-**

1. तमाशा या लोकरंगभूमीच्या पारंपरिक रूपाची स्वरूपवैशिष्ट्ये जाणून घेणे.
2. लोकनाट्य या लोकरंगभूमीच्या आधुनिक रूपाची स्वरूपवैशिष्ट्ये जाणून घेणे.
3. सत्यशोधकी जलसे आणि आंबेडकरी जलसे या लोकरंगभूमीच्या आधुनिक रूपांची स्वरूपवैशिष्ट्ये जाणून घेणे.
4. पथनाट्य आणि रिंगणनाट्य या लोकरंगभूमीच्या आधुनिक रूपांची स्वरूपवैशिष्ट्ये जाणून घेणे.

• **घटक विश्लेषण -**

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1	लोकरंगभूमी: पारंपरिक व आधुनिक रूपे	01	15
	1.1 तमाशा: भूमिका, स्वरूप व वैशिष्ट्ये 1.2 लोकनाट्य: भूमिका, स्वरूप व वैशिष्ट्ये		
2.	लोकरंगभूमी: आधुनिक रूपे	01	15
	2.1 सत्यशोधकी जलसे: भूमिका, स्वरूप व वैशिष्ट्ये 2.2 आंबेडकरी जलसे: भूमिका, स्वरूप व वैशिष्ट्ये		
3.	लोकरंगभूमी: आधुनिक रूपे	01	15
	3.1 पथनाट्य: भूमिका, स्वरूप व वैशिष्ट्ये 3.2 रिंगणनाट्य: भूमिका, स्वरूप व वैशिष्ट्ये		
एकूण श्रेयांक व घड्याळी तासिका		03	45

• **संदर्भग्रंथ-**

1. लोकरंगभूमी (परंपरा, स्वरूप आणि भवितव्य) – प्रभाकर मांडे, मधुराज पब्लिकेशन्स, पुणे.
2. लोकरंगभूमी – प्रभाकर मांडे, दिलीपराज, पुणे.
3. लोकनागर रंगभूमी – तारा भवाळकर
4. लोकसंचित – तारा भवाळकर
5. महाराष्ट्राची सांस्कृतिक लोककला – रामचंद्र देखणे
6. मराठी रंगभूमीचा पूर्वरंग – कृ. बा. मराठे
7. लोकधर्मी नाट्याची जडणघडण – शरद व्यवहारे
8. कीर्तन प्रयोग – यशवंत पाठक, गोदावरी, अहमदनगर.
9. नाचू कीर्तनाचे रंगी – यशवंत पाठक, कॉन्टिनेन्टल, पुणे.
10. श्री एकनाथाची भारुडे – ना. वि. बडवे

11. श्री एकनाथ महाराजांची निवडक भारुडे – संपा. एल. जी. सोनवणे
12. वही वाङ्मयातील लोकजीवन – म. सु. पगारे
13. खान्देश: साहित्य आणि संस्कृती – संपा. वासुदेव वले
14. दशावतार – महेश केळुसकर
15. मराठी लोककला तमाशा – नामदेव व्हटकर
16. तमाशा लोकरंगभूमी – रुस्तुम अचलखांब
17. पारंपरिक मराठी तमाशा आणि आधुनिक वगनाट्य – विश्वनाथ शिंदे
18. मराठी लोकनाट्याची परंपरा – वि. कृ. जोशी
19. आंबेडकरी जलसे: एक चिकित्सक अभ्यास – भगवान ठाकूर
20. आंबेडकरी शाहिरी – कृष्णा किरवले
21. लोकमाध्यमे आणि समाजपरिवर्तन – रा. चिं. ढेरे
22. रिंगणनाट्य – अतुल पेठे, राजू इनामदार
23. लेख- 'रिंगणनाट्य: विचारप्रबोधनाचे एक सशक्त माध्यम', प्रतिभा पंकज वाणी, अक्षरगाथा, ऑक्टोबर ते डिसेंबर 2019, पृ. 5-11.

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
मानव्यविज्ञान विद्याशाखा
Choice Based Credit System
तृतीय वर्ष कला – मराठी
सत्र पाचवे व सहावे
(शैक्षणिक वर्ष 2020 - 2021 पासून लागू)

MIL Marathi
माध्यमांसाठी लेखन व संवाद

सत्र पाचवे

MIL Marathi 3: दृक्-श्राव्य माध्यमांसाठी लेखन व संवाद
(श्रेयांक –तीन)

• अभ्यासक्रमाची उद्दिष्टे-

1. दूरचित्रवाणी या दृक्-श्राव्य माध्यमाचा विशेष परिचय करून घेणे.
2. दूरचित्रवाणी या दृक्-श्राव्य माध्यमाचे कार्य आणि त्याची उपयुक्तता यांबाबत जाणून घेणे.
3. दूरचित्रवाणीसाठी करावयाच्या मनोरंजनपर व माहितीपर कार्यक्रमांच्या लेखनाचे स्वरूप व तंत्र अवगत करणे.
4. दूरचित्रवाणीसाठी करावयाच्या जाहिरात लेखनाचे स्वरूप व तंत्र अवगत करणे.
5. दूरचित्रवाणीसाठी आवश्यक निवेदन कौशल्याचे स्वरूप जाणून घेणे.

• घटक विश्लेषण -

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	दृक्-श्राव्य माध्यमे: स्वरूप व परिचय 1.1 दूरचित्रवाणी या दृक्-श्राव्य माध्यमाचा विशेष परिचय (भारतातील दूरदर्शनचा प्रारंभ व विकास यांचा संक्षिप्त आढावा) 1.2 दूरचित्रवाणीच्या सर्वसाधारण स्वरूपाची माहिती (दूरदर्शनचे दैनंदिन कार्य व खाजगी दूरचित्रवाणी वाहिन्यांचा परिचय) 1.3 दूरचित्रवाणीचे कार्य, त्याची उपयुक्तता आणि ठळक वैशिष्ट्ये	01	15
2.	दूरचित्रवाणीसाठी लेखन 2.1 मनोरंजनपर कार्यक्रमांसाठी लेखन (मालिकांसाठी पटकथा व संवाद लेखन, स्कीट (लघुनाट्य) लेखन - स्वरूप, रचना, भाषा व लेखनाचे तंत्र)	01	15

	2.2 माहितीपर कार्याक्रमांसाठी लेखन (बातमी, फीचर / विशिष्ट विषयावरील वृत्तपट, चर्चात्मक कार्यक्रम यांसाठी लेखन- स्वरूप, रचना, भाषा व लेखनाचे तंत्र)		
3.	दूरचित्रवाणीसाठी लेखन व संवाद	01	15
	3.1 जाहिरात लेखन (जाहिरातीचे स्वरूप, जाहिरातीची प्रभावक्षमता, दृश्य व ध्वनी यांचे भान, भाषा व लेखनाचे तंत्र)		
	3.2 दूरचित्रवाणासाठी निवेदन कौशल्य (मनोरंजनपर कार्याक्रमासाठी निवेदन, बातमी व वृत्तपट निवेदन — स्वरूप, आवश्यक भाषिक कौशल्ये, व्यक्तिमत्त्व व देहबोली)		
	एकूण श्रेयांक व घड्याळी तासिका	03	45

सत्र सहावे

MIL Marathi 4: आधुनिक समाजमाध्यमांसाठी लेखन व संवाद (श्रेयांक –तीन)

● अभ्यासक्रमाची उद्दिष्टे-

1. आधुनिक समाजमाध्यमांचा विशेष परिचय करून घेणे.
2. आधुनिक समाजमाध्यमांचे कार्य आणि त्यांची उपयुक्तता यांबाबत जाणून घेणे.
3. ईमेल लेखनाचे स्वरूप लक्षात घेऊन ते लेखनतंत्र अवगत करणे.
4. ब्लॉग लेखनाचे स्वरूप लक्षात घेऊन ते लेखनतंत्र अवगत करणे.
5. फेसबुक, ट्विटर, व्हॉट्सएप, यूट्यूब यांवरील लेखनाचे स्वरूप जाणून घेणे.
6. फेसबुक व यूट्यूब यांवरील निवेदन कौशल्य जाणून घेऊन आत्मसात करणे.

● घटक विश्लेषण —

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	आधुनिक समाजमाध्यमे: स्वरूप आणि परिचय	01	15
	1.1 संकेतस्थळ, ईमेल, ब्लॉग, फेसबुक, ट्विटर, व्हॉट्सएप, यूट्यूब या आधुनिक समाजमाध्यमांचा परिचय (त्यांचा प्रारंभ व विकास यांचा संक्षिप्त परामर्श)		
	1.2 आधुनिक समाजमाध्यमांचे कार्य, त्यांची उपयुक्तता आणि ठळक वैशिष्ट्ये		
2.	आधुनिक समाजमाध्यमांसाठी लेखन	01	15
	2.1 ईमेल लेखन (ईमेल खाते म्हणजे काय ?, ते कसे तयार करावे ?, त्याचा वापर कसा करावा ? व ईमेल कसा लिहावा- लेखनाचे स्वरूप, रचना व तंत्र)		

	2.2 ब्लॉग लेखन (ब्लॉग कसा तयार करावा ?, त्याचा वापर कसा करावा ?, ब्लॉगचे स्वरूप व त्यानुसार त्यावरील लेखन - रचना व तंत्र)		
3.	आधुनिक समाजमाध्यमांसाठी लेखन व संवाद	01	15
	3.1 फेसबुक, ट्विटर, व्हाट्सएप यावरील लेखन (या माध्यमांनुसार लेखनाचे स्वरूप –रचना व तंत्र)		
	3.2 फेसबुक व यूट्यूब या समाजमाध्यमांसाठी निवेदन (या माध्यमांनुसार व त्यावरील कार्यक्रमांच्या स्वरूपानुसार आवश्यक निवेदन कौशल्य)		
	एकूण श्रेयांक व घड्याळी तासिका	03	45

● संदर्भग्रंथ-

1. आजच्या ठळक बातम्या – समीरण वाळवेकर
2. भाषासंवाद – अनिल गवळी, नंदकुमार मोरे
3. दूरदर्शनसाठी लेखन – केशव केळकर
4. सृजनशील लेखन – आनंद पाटील
5. टेलि-वर्तन – निळू दामले
6. मराठी चित्रपटाची पटकथा – अनिल सपकाळ
7. लेख – ‘पटकथा लेखनाचे तंत्र आणि मंत्र’, रवींद्र गुर्जर, बाइट्स ऑफ इंडियावर ‘किमया’ या सदरातील लेख, <https://goo.gl/TiSWnh>
8. फीचर रायटिंग – प्रसन्नकुमार अकलूजकर
9. शॉर्टफिल्म – प्रसाद नामजोशी
10. व्यावहारिक मराठी भाषा, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
11. सायबर संस्कृती – रमेश नारायण वरखेडे
12. डॉट कॉम – गिरीश कुबेर
13. संगणकयुग – अच्युत गोडबोले
14. आधुनिक माहिती तंत्रज्ञानाच्या विश्वात – दीपक शिकारपूर, उज्ज्वल मराठे
15. मराठी भाषिक कौशल्ये विकास – संपा. पृथ्वीराज तौर
16. सोशल मीडिया – योगेश बोराटे
17. सोशल मीडिया डिजीटल दुनिया – प्रफुल्ल सुतार
18. सोशल नेटवर्किंग कल और आज – राकेश कुमार
19. ऑनलाइन मीडिया – सुरेश कुमार
20. सोशल मीडिया मार्केटिंग तंत्र – प्रथमेश कोरगांवकर
21. सोशल मीडिया शाप की वरदान ? – दीपक शिकारपूर
22. माझा आवाज – महेश केळुसकर

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
मानव्यविज्ञान विद्याशाखा
Choice Based Credit System
तृतीय वर्ष कला – मराठी
सत्र पाचवे व सहावे
(शैक्षणिक वर्ष 2020 - 2021 पासून लागू)

SEC Marathi
लेखनकौशल्ये

सत्र पाचवे
SEC Marathi 3 : लेखनकौशल्य - निबंधलेखन
(श्रेयांक – दोन)

• अभ्यासक्रमाची उद्दिष्टे-

1. निबंधलेखनाचे कौशल्य आत्मसात करणे.
2. निबंधलेखनाचे स्वरूप व त्याचे घटक जाणून घेणे.
3. निबंधाचे प्रकार लक्षात घेऊन त्यांच्या लेखनाचा सराव करणे.

• घटक विश्लेषण –

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	निबंध: संकल्पना व स्वरूप 1.1 निबंध म्हणजे काय ? 1.2 निबंधाचे रचनाघटक 1.3 निबंधाचे प्रकार (वर्णनात्मक निबंध, आत्मनिवेदनात्मक निबंध, चिंतनात्मक निबंध, ललित निबंध)	01	15
2.	निबंधलेखन: उपयोजन 2.1 एखाद्या विषयावर वर्णनात्मक निबंध लिहा. 2.2 एखाद्या विषयावर आत्मनिवेदनात्मक निबंध लिहा. 2.3 एखाद्या विषयावर चिंतनात्मक निबंध लिहा. 2.4 एखाद्या विषयावर ललित निबंध लिहा.	01	15
	एकूण श्रेयांक व घड्याळी तासिका	02	30

सत्र सहावे
SEC Marathi 4 : लेखनकौशल्य – ग्रंथपरीक्षण लेखन
(श्रेयांक –दोन)

• **अभ्यासक्रमाची उद्दिष्टे-**

1. ग्रंथपरीक्षण लेखनाचे कौशल्य आत्मसात करणे.
2. ग्रंथपरीक्षण लेखनाचे स्वरूप व अशा लेखनाची प्रक्रिया जाणून घेणे.
3. विविध प्रकारांतील ग्रंथांचे परीक्षण लिहिण्याचा सराव करणे.

• **घटक विश्लेषण –**

घटक क्र.	घटक	श्रेयांक	घड्याळी तासिका
1.	ग्रंथपरीक्षण लेखन: स्वरूप व प्रक्रिया 1.1 ग्रंथपरीक्षण लेखनाची आवश्यकता व त्यासाठी उपलब्ध क्षेत्रे 1.2 ग्रंथपरीक्षण लेखनाची पूर्वतयारी (वाचन, आकलन, टिपणे) 1.3 ग्रंथपरीक्षणाचे स्वरूप – प्रास्ताविक (ग्रंथाचे शीर्षक व प्रकाशनकाल व अन्य माहिती, ग्रंथाचा प्रधान विषय), ग्रंथाचे एकंदर स्वरूप व मांडणी, ग्रंथाचे निराळेपण, गुणदोषात्मक विवेचन, मूल्यमापनात्मक अभिप्राय, शीर्षक	01	15
2.	ग्रंथपरीक्षण लेखन: उपयोजन 2.1 एखाद्या कादंबरीचे परीक्षण लिहा. 2.2 एखाद्या कवितासंग्रहाचे परीक्षण लिहा. 2.3 एखाद्या कथासंग्रहाचे परीक्षण लिहा.	01	15
एकूण श्रेयांक व घड्याळी तासिका		02	30

• **संदर्भग्रंथ-**

1. निबंध: शास्त्र व कला – प्र. न. जोशी
2. वाङ्मयीन निबंध – रा. ग. जाधव, कॉन्टिनेन्टल, पुणे.
3. डायमंड निबंधलेखमाला - विभावरी दामले, प्राची साठे
4. मराठी निबंध पुष्पांजली – शोभना आळवणी
5. व्यावहारिक मराठी – ल. रा. नशिराबादकर, फडके प्रकाशन, कोल्हापूर.
6. व्यावहारिक मराठी भाषा, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
7. मराठी भाषा: उपयोजन आणि सर्जन – संपा. अनिल गवळी
8. सुलभ मराठी व्याकरण व लेखन – पद्मिनी बिनीवाले, नवनीत, मुंबई.
9. सुलभ मराठी व्याकरण व लेखन – मो. रा. वाळंबे, नितीन, पुणे.
10. ग्रंथ-संवाद – वि. शं. चौघुले, प्रतिमा, पुणे.

11. रसास्वाद: वाङ्मय आणि कला – माधव आचवल, मुंबई मराठी साहित्य संघ, मुंबई.
12. रसग्रहण: कला व स्वरूप – गो. म. कुलकर्णी, कॉन्टिनेन्टल, पुणे.
13. साहित्याची निर्मितीप्रक्रिया – आनंद यादव, मेहता, पुणे.
14. साहित्याची आस्वादरूपे – वि. शं. चौधुले
15. मराठी लेखनकोश – अरुण फडके, ढवळे, मुंबई.
16. मराठी लेखनकोश – यास्मिन शेख, मनोविकास, पुणे.
17. लेखनमित्र – र. य. साने, विद्या विकास पब्लिशर्स, नागपूर.

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
मानवविज्ञान विद्याशाखा
तृतीय वर्ष कला - मराठी
अभ्यासक्रम

2015 - 2016

2020 - 2021 (CBCS)

सामान्य स्तर (जी - 3) : वाङ्मयीन मराठी

वाङ्मयप्रकारांचा अभ्यास

सत्र पाचवे

MAR 351

नाटक : अधांतर — जयंत पवार

सत्र सहावे

MAR 361

निवडक ललित गद्य : संपादक, मराठी अभ्यास मंडळ,
उमवि, जळगाव.

DSC मराठी : वाङ्मयीन मराठी

विशिष्ट वाङ्मयप्रकारांचा अभ्यास

सत्र पाचवे

MAR 351

DSC मराठी A : एकांकिका लेखनाचा अभ्यास
'निवडक दलित एकांकिका' — संपा. दत्ता भगत,
साहित्य अकादेमी, नवी दिल्ली.

सत्र सहावे

MAR 361

DSC मराठी B : ललित गद्य लेखनाचा अभ्यास
'ललितरंग' — संपा. मराठी अभ्यासमंडळ, कबचौ
उमवि, जळगाव.

पर्यायी अभ्यासपत्रिका

पर्यायी अभ्यासपत्रिका

सामान्य स्तर (जी - 3) : उपयोजित मराठी

सत्र पाचवे

MAR 352

उपयोजित मराठी

सत्र सहावे

MAR 362

उपयोजित मराठी

DSC मराठी: उपयोजित मराठी

व्यवसायाभिमुख लेखनासाठी मराठी

सत्र पाचवे

MAR 352

DSC मराठी A : व्यवसायिभिमुख लेखनासाठी
मराठी

सत्र सहावे

MAR 362

DSC मराठी B : व्यवसायाभिमुख लेखनासाठी
मराठी

मराठी विशेष स्तर (एस - 3)

सत्र पाचवे

MAR 353

आधुनिक मराठी वाङ्मयाचा इतिहास : 1920 ते 1960
(कथा व कादंबरी वाङ्मय)

सत्र सहावे

MAR 363

आधुनिक मराठी वाङ्मयाचा इतिहास : 1920 ते 1960
(कविता व नाट्य वाङ्मय)

DSE 3: मराठी

मध्ययुगीन मराठी वाङ्मयाचा इतिहास

सत्र पाचवे

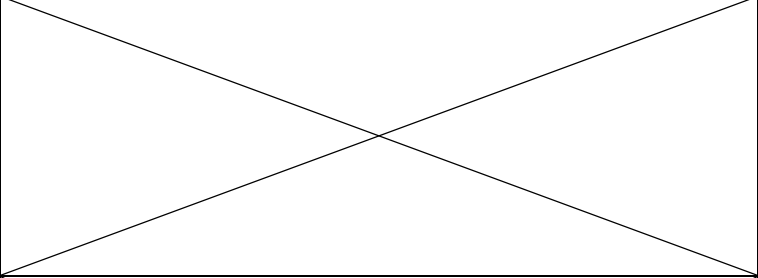
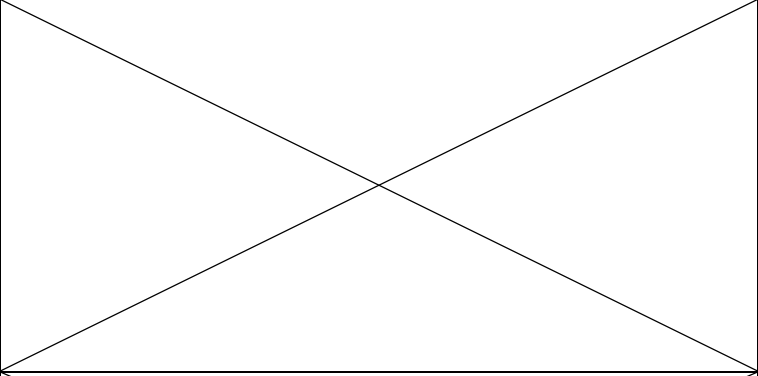
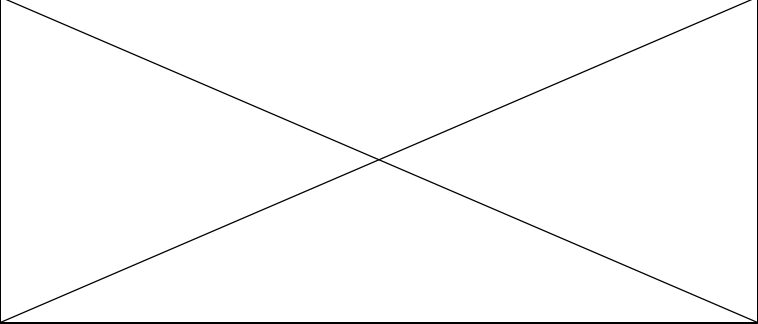
MAR 353

DSE 3 मराठी A : मध्ययुगीन मराठी वाङ्मयाचा
इतिहास

सत्र सहावे

MAR 363

DSE 3 मराठी B : मध्ययुगीन मराठी वाङ्मयाचा
इतिहास

<p>मराठी विशेष स्तर (एस - 4) <u>सत्र पाचवे</u> MAR 354 भाषाविज्ञान <u>सत्र सहावे</u> MAR 364 मराठी व्याकरण</p>	<p>DSE 4: मराठी मराठीचा भाषिक अभ्यास <u>सत्र पाचवे</u> MAR 354 DSE 4 मराठी A : मराठीचा भाषिक अभ्यास <u>सत्र सहावे</u> MAR 364 DSE 4 मराठी B : मराठीचा भाषिक अभ्यास</p>
	<p>GE : मराठी मराठी लोकरंगभूमी <u>सत्र पाचवे</u> GE मराठी A : मराठी लोकरंगभूमी <u>सत्र सहावे</u> GE मराठी B : मराठी लोकरंगभूमी</p>
	<p>MIL : मराठी माध्यमांसाठी लेखन व संवाद <u>सत्र पाचवे</u> MIL मराठी 3 : दृक्-श्राव्य माध्यमांसाठी लेखन व संवाद <u>सत्र सहावे</u> MIL मराठी 4 : आधुनिक माध्यमांसाठी लेखन व संवाद</p>
	<p>SEC : मराठी लेखनकौशल्ये <u>सत्र पाचवे</u> SEC मराठी 3 : लेखनकौशल्य — निबंधलेखन <u>सत्र सहावे</u> SEC मराठी 4 : लेखनकौशल्य — ग्रंथपरीक्षण लेखन</p>

॥ अंतरी पेटवू ज्ञानज्योत ॥

“ A” Grade NAAC Re- Accredited
(3rd Cycle)



T.Y.B.A.

Political Science

CBCS Pattern (UGC)

Kavayitri Bahinabai Chaudhari

North Maharashtra University, Jalgaon

With effect from

2020-2021

॥ अंतरी पेटवू ज्ञानज्योत ॥

“ A” Grade NAAC Re- Accredited
(3rd Cycle)



Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon

Revised Syllabus

For

Political Science

(T.Y.B.A.)

CBCS – Semester Pattern

(Choice Based Credit System)

Semester V & VI

Academic Year 2020-2021

Under the Faculty of Humanities.

K.B.C. North Maharashtra University , Jalgaon.

॥ अंतरी पेटवू ज्ञानज्योत ॥

“ A” Grade NAAC Re- Accredited

(3rd Cycle)



K.B.C. North Maharashtra University, Jalgoan (M.S)

Faculty of Humanities Syllabus under Choice-Based Credit System

Third Year Arts : Political Science

Semester : Fifth and Six (5 & 6)

[Since June 2020-2021 Academic Year]

- DSC Political Science, Discipline Specific Core Course
Semester : 5
DSC 1 E Indian Political Thinker Part - I
Semester : 6
DSC 1 F Indian Political Thinker Part - II
- DSE Pol. Sci, Discipline Specific Elective Course
Semester : 5
DSE 3A Western Political Thinker Part – I
Semester : 6
DSE 3B Western Political Thinker Part – II
Semester : 5
DSE 4A Political Sociology Part – I
Semester : 6
DSE 4B Political Sociology Part – II
- G.E. Pol. Sci. Generic Elective (Interdisciplinary)
Semester : 5
G.E.1 A Indian Civil Services
Semester : 6
G.E.1 B Civil Services and Good Governance
- SEC Pol. Sci Skill Enhancement Course
Semester : 5
SEC 3 Journalism and Mass Communication
Semester : 6
SEC 4 Political Journalism

K.B.C.N.M.University, Jalgoan (M.S)

Structure of T.Y.B.A (Faculty of Humanities)

Under C.B.C.S. Pattern (2020 – 2021)

Sr. No	Semester	Discipline Specific Core Course DSC	Ability Enhancement Compulsory Courses AEC	Skill Enhancement Course SEC	Discipline Specific Elective Courses DSE	Generic Elective GE
1.	V Credits : 28 10 Papers [5 th Sem]	MIL 3 (03) DSC 1 E (03) (Pol.Sci G3) DSC 2 E (03) DSC 3 E (03)	English Communication (02)	SEC3 (02) Political Sci	DSE 3 A (03) Pol. Sci S-3 DSE 4 A (03) Pol. Sci S-4	GE 1 A (03) -Pol Sci GE 2 A (03)
2.	VI Credits : 28 10 Papers [6 th Sem]	MIL 4 (03) DSC 1 F (03) (Pol.Sci G3) DSC 2 F (03) DSC 3 F (03)	English Communication (02)	SEC4 (02) Political Sci	DSE 3 B (03) Pol. Sci S-3 DSE 4 B (03) Pol. Sci S-4	GE 1 B (03) -Pol Sci GE 2 B (03)

- AEC – English Communication ही अनिवार्य अभ्यास पत्रिका आहे. तृतीय वर्षास प्रवेशित प्रत्येक विध्यार्थाने ही अभ्यासपत्रिका अभ्यासणे अनिवार्य आहे.
- MIL ही अनिवार्य अभ्यास पत्रिका आहे. तृतीय वर्षास प्रवेशित प्रत्येक विध्यार्थाने मराठी, हिंदी, संस्कृत, पाली, अर्धमागधी, उर्दू या पैकी महाविद्यालयात शिकवल्या जाणाऱ्या कोणत्याही एका भाषा विषयाच्या MIL मधील अभ्यास पत्रिकेची निवड करणे अनिवार्य आहे.
- DSE 3, 4 मध्ये राज्यशास्त्र विषयाची अभ्यासपत्रिकाची निवड केल्यास DSC मधील तीन अभयपत्रिका पैकी एक अभयपत्रिका राज्यशास्त्र विषयाची निवडणे अनिवार्य आहे.
- DSC मधील अन्य दोन अभ्यासपत्रिका अन्य कोणत्याही दोन विषयांच्या निवडता येतील.
- SEC मध्ये महाविद्यालयात उपलब्ध असलेल्या कोणत्याही विषयाच्या कौशल्याधारित अभ्यासपत्रिकांची निवड करणे अनिवार्य आहे.
- GE मध्ये महाविद्यालयात विशेष स्तरावर उपलब्ध कोणत्याही दोन विषयांच्या प्रत्येकी एक अशा एकूण दोन आंतरविद्याशाखीय अभ्यास पत्रिकांची निवड करणे अनिवार्य आहे. (उदा. GE राज्यशास्त्र आणि GE मराठी).

EQUIVALENCE

Sr. No.	T.Y.B.A	Existing Pattern	CBCS Pattern (Since 2020-2021)
1.	Sem V	Compulsory English	AEC- English Communication
		----- -	MIL -3 (Compulsory Course) (Marathi/ Hindi/ Sanskrit/ Urdu/ Pali/ Aradha Magadhi)
		Special Paper S-3	DSE 3A
		Special Paper S-4	DSE 4A
		General Paper G3	DSC 1E
		Optional	DSC 2E (General Paper of any subject) DSC 3E (General Paper of any subject)
		----- -	SEC-3 Skill based Paper of any subject
		----- -	GE 1 A (Interdisciplinary Paper of any subject)
		----- -	GE 2 A (Interdisciplinary Paper of any subject)
2.	Sem VI	Compulsory English	AEC- English Communication
		----- -	MIL -4 (Compulsory Course) (Marathi/ Hindi/ Sanskrit/ Urdu/ Pali/ Aradha Magadhi)
		Special Paper S-3	DSE 3 B
		Special Paper S-4	DSE 4 B
		General Paper G3	DSC 1 F
		Optional	DSC 2 F (General Paper of any subject) DSC 3 F (General Paper of any subject)
		----- -	SEC- 4 Skill based Paper of any subject
		----- -	GE- 1B (Interdisciplinary Paper of any subject)
		----- -	GE- 2B (Interdisciplinary Paper of any subject)

T.Y.B.A. – 5 & 6 Sem

Political Science CBCS Pattern

Old & New Course Name w.e.f. 2020-21

SEMESTER V T.Y.B.A

Code	Old Course	Code New	New Course CBCS
Spl - 3	Western Political Thought	DSE 3A	Western Political Thinker Part - I
Spl - 4	Modern Political Analysis	DSE 4A	Political Sociology Part - I
Gen G3	Personal Administration and Management	DSC 1E	Indian Political Thinker Part - I
		SEC -3	Journalism and Mass Communication
		GE 1 A	Indian Civil Services

SEMESTER VI T.Y.B.A

Code	Old Course	Code New	New Course CBCS
Spl – 5	Western Political Thought	DSE 3B	Western Political Thinker Part - II
Spl – 6	Modern Political Analysis	DSE 4B	Political Sociology Part - II
Gen G-3	Personal Administration and Management	DSC 1F	Indian Political Thinker Part - II
		SEC -4	Political Journalism
		GE 1 B	Management and Good Governance

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Political Science, Semester V

Paper Code : DSE-3A Western Political Thinker Part – I [w.e.f. June 2020]

Credit: 03
Lectures: 52

Total Marks: 100
Internal: 40
External: 60

Course Objective:

This paper focus on the classical ideas generated in the western world representation the ancient to the modern. The three thinkers have been selected who represent ideal, realistic, and liberal tradition. The test is interpreted both in historical and philosophical perspective. The course will narrate students the legacy of the thinkers and orient them about continuity and change within the western political tradition. It helps them to study the historical aspects western state and society. The main purpose of this paper is to acknowledge students with how the great masters explained and analysed political events and problems of their time and prescribes solutions.

CHAPTER 1: Aristotle

- a) Theory of State.
- b) Classification of State, Ideal state
- c) Concept of Citizenship.
- d) Views on Slavery.
- e) Conception of Revolution , Evaluation.

CHAPTER 2: Machiavelli

- a) Thought of Human Nature.
- b) Views on Diplomacy.
- c) Views on Religion and Morality.
- d) Advice to King and views on Means and End.
- e) Creator of Modern Political Thought, Evaluation

CHAPTER 3: Rousseau

- a) Social Contract theory and its Importance.
- b) Concept of General Will.
- c) Views on Human Being Nature and Nature of State.
- d) Views on Responsible Government, People's Sovereignty.
- e) View on Liberty, Evaluation.

Reference Book

1. Bhandari & Sethi – Studies in Plato & Aristotle.
2. Jones W. T. – Master of Political Thought.
3. Sabine G. H. – History of Political Theory.
4. Ebensstein William Great Political Thinkers.
5. Sharma R.N. : Great Thinkers of the World.
6. Gupta R.C. : Great Political Thinkers.
7. गोविंद प्रसाद नेमा : हॅराल्ड लास्की के राजनीतिक विचारोका अध्ययन,बी.आर.पब्लिक,दिल्ली.
8. हरिदात्त वेदालंकार : आधुनिक राजनीती चिंतन, सरसावती सदन,मरतुरी
9. पी.बी.गौतम:प्रमुख राजनीतिक विचारक ,नाटीनाला पब्लिक हौस, दिल्ली.
10. आघाव विलास, ढाले व शेवाळे,पाश्चिमात्य राजकीय विचारवंत,चिन्मय प्रकाशन औरंगाबाद २००४
11. अमृतकार प्रशांत, पाश्चिमात्य राजकीय विचारवंत, चिन्मय प्रकाशन औरंगाबाद २००५
12. गव्हाणे महादेव, पाश्चिमात्य राजकीय विचारवंत ,निकिता प्रकाशन , लातूर-२०१३
13. देवरे,निकुंभ पाश्चिमात्य राजकीय विचारवंत , प्रशांत पब्लिकेशन ,जळगाव २००९
14. शृंगारपुरे अरविंद ,भारतीय तथा पाश्चिमात्य राजकीय विचारवंत श्रीमंगेश प्रकाशन,नागपूर
15. जोशी सुधाकर, पाश्चिमात्य राजकीय विचारवंत , विद्याकुल पाटील ,औरंगाबाद .
16. डोळे ना.य. प्रमुख पाश्चिमात्य राजकीय विचारवंत ,विद्याकुल पाटील ,औरंगाबाद .
17. भोळे भा.ल. पाशात्य राजकीय विचारवंत ,पिंपळपाटील नागपूर.
18. निकुंभ दिलीपसिंग : पाश्चिमात्य राजकीय विचारवंत प्रशांत पब्लिकेशन ,जळगाव २०१४.
19. नवलगुडेकर श.ना. : पाश्चिमात्य राजकीय विचारवंत
20. कुलकर्णी सुधाकर : पाश्चिमात्य राजकीय विचारवंत, अरुण प्रकाशन ,लातूर.
21. साबळे आर.डी. : पाश्चिमात्य राजकीय विचारवंत,अभय प्रकाशन ,नांदेड.

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Political Science, Semester V

Paper Code : DSE-4 A Political Sociology Part – I [w.e.f. June 2020]

Credit: 03
Lectures: 52

Total Marks: 100
Internal: 40
External: 60

Course Objective

This paper deals with concepts and dimensions in Political Sociology. It highlights various aspects of political culture, process of political socialization and political modernization, comparatively. This course will help learners to understand dynamics within political action, power, and process in India and across the country. The main purpose of this course is to acquaint the students with interdisciplinary approach by connecting two separate disciplines.

CHAPTER 1: Political Sociology & Political System.

A) Political Sociology

- i) Meaning, Definition, Nature, Scope, Characteristics, and Importance

B) Political System

- i) Meaning, Definition, Scope & Significance.
- ii) Function of Political System.

CHAPTER 2: Political Culture & Political Socialization.

A) Political Culture

- i) Meaning, Definition, Nature, basic elements of Political Culture.
- ii) Means of change in Political Culture.

B) Political Socialization

- i) Meaning, Definition, Process and Agencies of Political Socialization.

CHAPTER 3: Political Participation and Political Leadership.

A) Political Participation.

- i) Meaning, Definition, and Factor affected on Political Participation.
- ii) Levels of Political Participation.
- iii) Political Apathy, Political cynicism and Political alienation.

B) Political Leadership

- i) Meaning, Definition, Nature, and Characteristics of Political Leadership.

Reference Book

1. Bhargava, Acharya : Political Theory : An Introduction.
2. Subhash C. Kashyap : Our Political System.
3. Ram Bakhan Mandal : Political Culture and Political Socialization.
4. Rush Michael and Althoff : An Introduction to Political Sociology.
5. Almond, Gabriel & Verba : The Civic Culture Princeton.
6. T.B. Bottomre : Political Sociology.
7. V. D. Mahajan : Modern Political Theory.
8. राजेंद्र कुमार शर्मा : राजकीय समाजशास्त्र, एटलांटिक पब्लिकेशन, दिल्ली २०१२.
9. शशिभूषण सिंह : राजकीय समाजशास्त्रकडे विविध आयाम, अर्जुन पब्लिकेशन, नई दिल्ली २०१२.
10. फाडिया बी.एल. : राजकीय समाजशास्त्र, साहित्य भवन पब्लिकेशन २००८.
11. जोहरी जे.सी.समकालीन राजनीतिक सिद्धांत , स्टर्लिंग पब्लिकेशन, दिल्ली २००९.
12. डॉ. भा.ल. भोळे : आधुनिक राजकोय विश्लेषण
13. डॉ.ना.र.इनामदार.व डॉ.सु.ना.पुराणिक : आधुनिक राजकोय विश्लेषण
14. डॉ.शुभांगी राठी : आधुनिक राजकोय विश्लेषण, अथर्व प्रकाशन , जळगाव.
15. तिजारे घोगरेकर : राज्यशास्त्राचे सिद्धांत आणि राजकीय विश्लेषण मंगेश प्रकाशन,नागपूर.
16. पाटील महेंद्र : राजकीय समाजशास्त्र, प्रशांत पब्लिकेशन ,जळगाव २०१७.
17. पवार प्रमोद, पाटील महेंद्र : आधुनिक राजकोय विश्लेषण, प्रशांत पब्लिकेशन ,जळगाव २०१५.
18. देवगावकर श.गो. : राजकीय समाजशास्त्र मंगेश प्रकाशन,नागपूर २००१.
19. आवारी विलास, देवरे सुरेश : आधुनिक राजकोय विश्लेषण डायमंड पब्लिकेशन , पुणे २००१.
20. फड एस.बी. : उच्चतर आधुनिक राजकीय सिद्धांत विद्याबुक, पब्लिकेशन औरंगाबाद २०१४.
21. बेनके -गुढके सुवर्णा : राजकीय सिद्धांत प्रशांत पब्लिकेशन ,जळगाव २०१४.
22. भोळे, भा. ल., राजकीय सिद्धांत आणि विश्लेषण, पिंपळापुरे बुक डिस्ट्रिब्युटर्स : नागपूर २००२.
23. श्रुती मेहता: राजकीय समाजशास्त्र .
24. इमानदार ना. र. व पुराणिक स. ना. राजकीय समाजशास्त्र , कॉन्टिनेन्टल प्रकाशन पुणे १९८४.
25. अलिम वकिल, ज्यौत्सना सोनखासकर. राजकीय समाजशास्त्र. प्रतिमा प्रकाशन : पुणे २०१५.
26. राठी शुभांगी, राजकीय विचारप्रणाली, कैलाश पब्लिकेशन्स : औरंगाबाद २०१३.
27. रावळ- ठाकरे शुभदा, तौलनिक राज्यशास्त्र, श्रीविद्या प्रकाशन, पुणे २००४.
28. पाटील, महेंद्र व पवार, प्रमोद, आधुनिक राजकीय विश्लेषण, प्रशांत प्रकाशन , जळगांव २०१५.

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Political Science, Semester V

Paper Code : DSC-1 E Indian Political Thinker Part - I [w.e.f. June 2020]

Credit: 03
Lectures: 52

Total Marks: 100
Internal: 40
External: 60

Course Objective:

This is an introductory paper to the concept ideas and theories developed in India. It deals with the main sources of the political traditions in modern India and focusses the development of social Institution and as various patterns of politics that emerged in modern India. This course will encourage students to understand and decipher the diverse and often contesting ways in which the ideas of nationalism, democracy and social transformation were discussed in Pre- and Post-independence India. The main objective to study this paper is to understand key thinker's seminal contribution to the evolution of political theorizing in India.

CHAPTER 1: Dadabhai Naoroji

- i) Political Thought – Liberalism.
- ii) British Government Criticism and Loyalty or faith.
- iii) Thought of Economic, Eco- drain and Moral Exploitation Theory.
- iv) Views on Indian Swarajya.
- v) Architect of Indian Nationalism Evaluation.

CHAPTER 2: Lokmanya Tilak

- i) Political Thought.
- ii) Chatusutri.
- iii) Views on Social Reform.
- iv) Thought on Congress Party, Homerule, Contestant Co- Operation and Revolutionary.
- v) Role of Indian Freedom Movement, Evaluation.

CHAPTER 3: Mahatma Gandhi

- i) Views on Truth and Non-Violence.
- ii) Satyagraha, Means and End.
- iii) Views on Religion and Spiritualisation of Politics.
- iv) Untouchability, Communal Unity.
- v) Views on State, Trusteeship theory, Evaluation.

Reference Book

1. Mahajan V.D. : Indian Political Thought.
2. Sudha J.P. : Indian Political Thought.
3. Karinakaram K.P. : Indian Politics Form Dadabhai Naoraji to Gandhi Gitanjali Prakashan, New Delhi.
4. Varma V.P., Laxminarayan Agarwal : Modern Indian Political Thought, Agra.
5. N.R.Inmdar : Political Thought and Leadership of Lokmanya Tilak , Concept pub. Delhi.
6. N. Jayapalan : Indian Political Thinkers , Atlantic Pub. New Delhi.
7. उर्मिला शर्मा, एस.के. शर्मा : भारतीय राजनैतिक चिंतन, अटलांटिक प्रकाशन , दिल्ली.
8. फाडिया. बी. एल. : आधुनिक राजनीतिक चिंतन का इतिहास, साहित्य भवन पब्लि. आग्रा , दिल्ली.
9. आर. एम. गोखले : आधुनिक भारतीय राजकीय विचारवंत, कॉन्टीनेटल प्रकाशन, पुणे.
10. डॉ. ना.य. डोळे: भारतीय राजकीय विचारांचा इतिहास, कॉन्टीनेटल प्रकाशन, पुणे.
11. डॉ. ना.य. डोळे : भारतीय राजकीय विचारवंत, विद्या बुक्स पब्लिशर्स, औरंगाबाद.
12. भाल. भोळे : आधुनिक भारतातील राजकीय विचार, पिंपळापुरे अँड कं. नागपुर.
13. बी. वाय. कुलकर्णी : भारतीय राजकीय विचारवंत , विद्याभारती प्रकाशन, लातूर.
14. डॉ. शुभांगी राठी : भारतीय राजकीय विचार, अथर्व प्रकाशन जळगाव, आवृत्ती २०१४.
15. डॉ. देवरे, डॉ. दिलीपसिंग निकुंभ : भारतीय राजकीय विचार, प्रशांत पब्लि. जळगाव २०१२.
16. डॉ वा. भा. पाटील : प्राचीन व आधुनिक भारतीय राजकीय विचारवंत, प्रशांत पब्लिकेशन्स जळगाव पुर्न. २०१३.
17. तळवलकर गोविंद : नवरोजी ते नेहरू.
18. आघाव विलास, ढाले व शेवाले : भारतीय राजकीय विचारवंत ,चिन्नाय प्रकाशन औरंगाबाद २०१४.
19. पाटील बी. बी. : भारतीय राजकीय विचारवंत, फडके प्रकाशन कोल्हापूर १९९७.
20. शिंदे ज. रा. : भारतीय राजकीय विचारवंत, कैलास पब्लि. औरंगाबाद १९८८.
21. देवगावकर श. गो : राजकीय विचारवंत, श्री साईनाथ प्रकाशन , नागपुर २००७.
22. शृंगारपुरे अरविंद : निवडक भारतीय राजकीय विचारवंत, श्री विद्या प्रकाशन, नागपुर २००३.
23. डॉ. देवरे विसपूते, निकुंभ , ठाकरे : आधुनिक भारतीय राजकीय विचारवंत, प्रशांत पब्लि. पुणे २००४.
24. निकम श्रीराम : गांधी - आंबेडकर, अस्पृश्यमुक्ती संघर्ष, लोकवाङ्मय गृह, मुंबई २००८.

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Political Science, Semester V

Paper Code : SEC- 3 Journalism and Mass Communication [w.e.f. June 2020]

Credit: 02
Lectures: 52

Total Marks: 100
Internal: 40
External: 60

Course Objective:

This paper deals with concepts and dimensions in journalism, mass communication and political journalism. It highlights various aspects of press, media and its type and methods. This course will help learners to understand dynamics within Journalism, Political journalism and communication means and ends and his process in society and nation. This course will give introduction to the students of journalism aims to provide voters with the information to formulate their own opinion and participate in community, Local to global matter that will effect then political journalism is provided through different mediums in print, broadcast, online reporting, instant coverage of campaign politics, event news, government status, elections updates etc.

CHAPTER 1: Introduction to Journalism

- i) Nature, Scope, and significance of Journalism.
- ii) Press and Society.
- iii) Press and Government.
- iv) Freedom of Press and Constitutions.
- v) Awareness and Socialization of Press.

CHAPTER 2: Introduction to Mass Communication

- i) Nature and Process of Mass Communication.
- ii) Media of Mass Communication.
- iii) Types and typology of Audiences.
- iv) Characteristics of Audiences.
- v) Awareness and Socialization of Communication.

CHAPTER 3: Criticism of Journalism and Mass Communication.

- i) Roles and Responsibilities of Journalism and Mass Communication.
- ii) Changing Role of Press and Press Group.
- iii) Model Code of ethics in Press.
- iv) Use of New media.
- v) Challenges before Journalism and Mass Communication.

Reference Book

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5. Kamath M.V., (2002), Professional Journalism, Vikas Publishing House Pvt. Ltd., New Delhi.
6. Menon K.S.R. Stylebook for Journalists & Writers, Konark Publishers.
7. Rangaswami ; Basic Journalism, Macmillan India.
8. चतुर्वेदी एन. पी., (२००५), जनसंचार एवं पत्रकारिता, पोईटर पब्लिशर्स, जयपूर
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10. कुलकर्णी प्रकाश , (१२ सप्टेंबर १९८९), माध्यम श्रीविद्या प्रकाशन, पुणे - ३०
11. खांबटे सतिश व योगेंद्र ठाकुर, (१३ ऑगस्ट २००६), पत्रकारिता एक आव्हान, आमोद प्रकाशन, मुंबई.
12. कोळमकर अनंत. (२००६), बातमीदाराचा जाहीरनामा, हिमालया पब्लिशिंग हाऊस, मुंबई.
13. सोनकांबळे कविता, (२०१६), मीडिया आणि राजकारण, निर्मल प्रकाशन, नांदेड.
14. अकलूजकर, प्रसन्नकुमार, वृत्तपत्रविद्या , श्रीविद्या प्रकाशन, पुणे
15. कुलकर्णी. एस . के. पत्रकारिता मार्गदर्शक, पुणे विद्यार्थी गृह प्रकाशन, पुणे
16. तळवलकर गोविंद, अग्रलेख, प्रेस्टिज पब्लि. मुंबई
17. पाध्ये प्रभाकर , पत्रकारितेची मूलतत्वे.
18. गरुड विश्वनाथ, डिजिटल पत्रकारिता, गमभन प्रकाशन
19. बोराटे योगेश , सोशल मिडिया, अथर्व प्रकाशन , जळगाव
20. सामंत, सत्वशीला, २०१४, मराठी भाषा आणि शुद्धलेखन डायमंड पब्लि. पुणे.

K.B.C.N.M. University, Jalgaon
Syllabus for T.Y.B.A. (C.B.C.S. Pattern)
Political Science, Semester V

Paper Code : GE 1A: Indian Civil Services [w.e.f. June 2020]

Credit: 03
Lectures: 52

Total Marks: 100
Internal: 40
External: 60

Course Objective:

This paper provides the conceptual framework of the civil services and good governance. It delves deep in meaning, origin, forms of civil services and good governance in general. This course will be helpful and encourage students to acknowledge civil services and good governance process in India. An intention of this paper is to understand origin, development, and challenges before good governance in India.

CHAPTER 1: Civil Services.

- i) Meaning, Definition and Significance.
- ii) Historical Background and Development of Civil services.
- iii) Characteristics of Civil Services.
- iv) Function and Role of civil Services.
- v) Demerits and Committed of Civil Services.

CHAPTER 2: Recruitment, Training and Promotion.

- A) Recruitment
 - i) Meaning, Definition and Significance.
 - ii) Methods, Types and Problem of Recruitment.
- B) Training
 - i) Meaning, Objects, and Importance of Training.
 - ii) Methods and Types of Training.
- C) Promotion.
 - i) Meaning and Importance of Promotion.
 - ii) Principles of Promotion.

CHAPTER 3: Union and State Public Services.

- i) System of Recruitment in India.
- ii) Methods of Determining Qualification (Written test, Syllabus, Interview, Performance Test, Psychological and Physical Test)
- iii) Training and Appointment.
- iv) Reservation Policy.
- v) Retirement, Purpose, Kinds, Benefits.

Reference Book

1. Awasthi S Maheshwari : Public Administration.
2. White. L. D. : Introduction to the study of Public Administration.
3. Sinha. V. M. : Civil Services and Administrative Development.
4. Punjabi. K. L. : Civil Servants in India.
5. Bharadwaj : Civil Service Administration.
6. Goel. S. L. : Personnel Administration and Management.
7. Maheshwari. S. R. : Indian Administration.
8. फाडिया बी एल : भारत में लोकप्रशासन
9. कटारिया सुरेंद्र : कार्मिक प्रशासन
10. शर्मा व नंदलाल : लोकप्रशासन
11. तिवारी, भाटिया : लोकसेवी वर्गीय प्रशासन
12. वशिष्ठ निशा : भारत में नौकारशाही प्रणाली
13. बंग के आर : कर्मचारी वर्ग प्रशासन आणि वित्तीय प्रशासन
14. ठोंबरे हनिफ : कर्मचारी आणि वित्तीय प्रशासन
15. देशपांडे श्रीकांत : लोकप्रशासन
16. बिंगे सुभाष : कर्मचारी प्रशासन
17. बोरा बार्स : लोकप्रशासन शास्त्र
18. बोगले शांताराम : लोकप्रशासन सिद्धांत व कार्यपद्धती
19. देशमुख प्रभाकर : व्यवसाय व्यवस्थापनाची मु ल तत्वे
20. देशपांडे श्रीकांत : भारतीय प्रशासखिया प्रणाली
21. पाटील यशोदा : लोकप्रशासन
22. काळे अशोक : लोकप्रशासन
23. पाटील बी बी : लोकप्रशासन

॥ अंतरी पेटवू ज्ञानज्योत ॥

“ A” Grade NAAC Re- Accredited
(3rd Cycle)



T.Y.B.A.

Political Science

CBCS Pattern (UGC)

Kavayitri Bahinabai Chaudhari

North Maharashtra University, Jalgaon

SEMESTER - VI

With effect from

2020-2021

K.B.C.N.M. University, Jalgaon
Syllabus for T.Y.B.A. (C.B.C.S. Pattern)

Political Science, Semester VI

Paper Code : DSE-3 B Western Political Thinker Part – II [w.e.f. June 2020]

Credit: 03
Lectures: 52

Total Marks: 100
Internal: 40
External: 60

Course Objective:

This paper focus on the classical ideas generated in the western world representation the ancient to the modern. The three thinkers have been selected who represent ideal, realistic, and liberal tradition. The test is interpreted both in historical and philosophical perspective. The course will narrate students the legacy of the thinkers and orient them about continuity and change within the western political tradition. It helps them to study the historical aspects western state and society. The main purpose of this paper is to acknowledge students with how the great masters explained and analysed political events and problems of their time and prescribes solutions.

CHAPTER 1: John Stuart Mill

- i) Views on Liberty.
- ii) Views on Women Liberty,
- iii) Mill on State.
- iv) Representative Government.
- v) Views on Utilitarianism, Evaluation.

CHAPTER 2: Karl Marks

- i) Scientific & Dialectical Materialism.
- ii) Materialistic Interpretation of History.
- iii) Theory of Class Conflict and Surplus value.
- iv) Views on state or Classless and Stateless Society.
- v) Revolution Theory, Evaluation.

CHAPTER 3: Harold Laski

- i) Pluralistic Theory of Sovereignty.
- ii) Theory of Right.
- iii) Views on Liberty.
- iv) Views on Equality and Law.
- v) Views on Capitalism, Evaluation.

Reference Book

1. Bhandari & Sethi – Studies in Plato & Aristotle.
2. Jones W. T. – Master of Political Thought.
3. Sabine G. H. – History of Political Theory.
4. Ebensstein William Great Political Thinkers.
5. Sharma R.N. : Great Thinkers of the World.
6. Gupta R.C. : Great Political Thinkers.
7. गोविंद प्रसाद नेमा : हॅराल्ड लास्की के राजनीतिक विचारोका अध्ययन,बी.आर.पब्लिक,दिल्ली.
8. हरिदात्त वेदालंकार : आधुनिक राजनीती चिंतन, सरसावती सदन,मरतुरी
9. पी.बी.गौतम:प्रमुख राजनीतिक विचारक ,नाटीनाला पब्लिक हौस, दिल्ली.
10. आघाव विलास, ढाले व शेवाळे,पाश्चिमात्य राजकीय विचारवंत,चिन्मय प्रकाशन औरंगाबाद २००४
11. अमृतकार प्रशांत, पाश्चिमात्य राजकीय विचारवंत, चिन्मय प्रकाशन औरंगाबाद २००५
12. गव्हाणे महादेव, पाश्चिमात्य राजकीय विचारवंत ,निकिता प्रकाशन , लातूर-२०१३
13. देवरे,निकुंभ पाश्चिमात्य राजकीय विचारवंत , प्रशांत पब्लिकेशन ,जळगाव २००९
14. शृंगारपुरे अरविंद ,भारतीय तथा पाश्चिमात्य राजकीय विचारवंत श्रीमंगेश प्रकाशन,नागपूर
15. जोशी सुधाकर, पाश्चिमात्य राजकीय विचारवंत , विद्याकुल पाटील ,औरंगाबाद .
16. डोळे ना.य. प्रमुख पाश्चिमात्य राजकीय विचारवंत ,विद्याकुल पाटील ,औरंगाबाद .
17. भोळे भा.ल. पाशात्य राजकीय विचारवंत ,पिंपळपाटील नागपूर.
18. निकुंभ दिलीपसिंग : पाश्चिमात्य राजकीय विचारवंत प्रशांत पब्लिकेशन ,जळगाव २०१४.
19. नवलगुडेकर श.ना. : पाश्चिमात्य राजकीय विचारवंत
20. कुलकर्णी सुधाकर : पाश्चिमात्य राजकीय विचारवंत, अरुण प्रकाशन ,लातूर.
21. साबळे आर.डी. : पाश्चिमात्य राजकीय विचारवंत,अभय प्रकाशन ,नांदेड.

K.B.C.N.M. University, Jalgaon
Syllabus for T.Y.B.A. (C.B.C.S. Pattern)
Political Science, Semester VI

Paper Code : DSE-4 B Political Sociology Part – II [w.e.f. June 2020]

Credit: 03
Lectures: 52

Total Marks: 100
Internal: 40
External: 60

Course Objective

This paper deals with concepts and dimensions in Political Sociology. It highlights various aspects of political culture, process of political socialization and political modernization, comparatively. This course will help learners to understand dynamics within political action, power, and process in India and across the country. The main purpose of this course is to acquaint the students with interdisciplinary approach by connecting two separate disciplines.

CHAPTER 1: Political Development and Modernization.

- A) Political Development
 - i) Meaning, Definition, and Importance.
 - ii) Various approaches of Political Development.
- B) Political Modernization
 - i) Meaning, Definition, and Importance.
 - ii) Objectives and Dilemmas of Political Modernization.

CHAPTER 2: Political Communication and Public Opinion.

- A) Political Communication
 - i) Meaning, Definition, and Importance.
 - ii) Means of Communication.
- B) Public Opinion
 - i) Meaning, Definition, and Importance.
 - ii) Formation of Public Opinion.
 - iii) Change in Public Opinion.

CHAPTER 3: Political Influence, Political Legitimacy.

- A) Political Influence
 - i) Meaning, Definition, and Importance.
 - ii) Means of Power.
- B) Political Legitimacy
 - i) Meaning, Definition, and Importance.
 - ii) Means of Legitimacy.

Reference Book

1. Bhargava, Acharya : Political Theory : An Introduction.
2. Subhash C. Kashyap : Our Political System.
3. Ram Bakhan Mandal : Political Culture and Political Socialization.
4. Rush Michael and Althoff : An Introduction to Political Sociology.
5. Almond, Gabriel & Verba : The Civic Culture Princeton.
6. T.B. Bottomre : Political Sociology.
7. V. D. Mahajan : Modern Political Theory.
8. राजेंद्र कुमार शर्मा : राजकीय समाजशास्त्र, एटलांटिक पब्लिकेशन, दिल्ली २०१२.
9. शशिभूषण सिंह : राजकीय समाजशास्त्रकडे विविध आयाम, अर्जुन पब्लिकेशन, नई दिल्ली २०१२.
10. फाडिया बी.एल. : राजकीय समाजशास्त्र, साहित्य भवन पब्लिकेशन २००८.
11. जोहरी जे.सी.समकालीन राजनीतिक सिद्धांत , स्टर्लिंग पब्लिकेशन, दिल्ली २००९.
12. डॉ. भा.ल. भोळे : आधुनिक राजकोय विश्लेषण
13. डॉ.ना.र.इनामदार.व डॉ.सु.ना.पुराणिक : आधुनिक राजकोय विश्लेषण
14. डॉ.शुभांगी राठी : आधुनिक राजकोय विश्लेषण, अथर्व प्रकाशन , जळगाव.
15. तिजारे घोगरेकर : राज्यशास्त्राचे सिद्धांत आणि राजकीय विश्लेषण मंगेश प्रकाशन,नागपूर.
16. पाटील महेंद्र : राजकीय समाजशास्त्र, प्रशांत पब्लिकेशन ,जळगाव २०१७.
17. पवार प्रमोद, पाटील महेंद्र : आधुनिक राजकोय विश्लेषण, प्रशांत पब्लिकेशन ,जळगाव २०१५.
18. देवगावकर श.गो. : राजकीय समाजशास्त्र मंगेश प्रकाशन,नागपूर २००१.
19. आवारी विलास, देवरे सुरेश : आधुनिक राजकोय विश्लेषण डायमंड पब्लिकेशन , पुणे २००१.
20. फड एस.बी. : उच्चतर आधुनिक राजकीय सिद्धांत विद्याबुक, पब्लिकेशन औरंगाबाद २०१४.
21. बेनके -गुढके सुवर्णा : राजकीय सिद्धांत प्रशांत पब्लिकेशन ,जळगाव २०१४.
22. भोळे, भा. ल., राजकीय सिद्धांत आणि विश्लेषण, पिंपळापुरे बुक डिस्ट्रिब्युटर्स : नागपूर २००२.
23. श्रुती मेहता: राजकीय समाजशास्त्र .
24. इमानदार ना. र. व पुराणिक स. ना. राजकीय समाजशास्त्र , कॉन्टिनेन्टल प्रकाशन पुणे १९८४.
25. अलिम वकिल, ज्योत्स्ना सोनखासकर. राजकीय समाजशास्त्र. प्रतिमा प्रकाशन : पुणे २०१५.
26. राठी शुभांगी, राजकीय विचारप्रणाली, कैलाश पब्लिकेशनस : औरंगाबाद २०१३.
27. रावळ- ठाकरे शुभदा, तौलनिक राज्यशास्त्र, श्रीविद्या प्रकाशन, पुणे २००४.
28. पाटील, महेंद्र व पवार, प्रमोद, आधुनिक राजकीय विश्लेषण, प्रशांत प्रकाशन , जळगांव २०१५.

K.B.C.N.M. University, Jalgaon
Syllabus for T.Y.B.A. (C.B.C.S. Pattern)

Political Science, Semester VI

Paper Code : DSC-1 F Indian Political Thinker Part - II [w.e.f. June 2020]

Credit: 03
Lectures: 52

Total Marks: 100
Internal: 40
External: 60

Course Objective:

This is an introductory paper to the concept ideas and theories developed in India. It deals with the main sources of the political traditions in modern India and focusses the development of social Institution and as various patterns of politics that emerged in modern India. This course will encourage students to understand and decipher the diverse and often contesting ways in which the ideas of nationalism, democracy and social transformation were discussed in Pre- and Post-independence India. The main objective to study this paper is to understand key thinker's seminal contribution to the evolution of political theorizing in India.

CHAPTER 1: Vinayak Damodar Savarkar.

- i) Thought of Hindu Nationalism & Internationalism.
- ii) Thought on Indian Freedom, Revolution, Ahinsa and Militarism.
- iii) Thought of Social Reforms.
- iv) Saftshrunkalas.
- v) Views on Hindu Modernization.

CHAPTER 2 : Dr. Babasaheb Ambedkar.

- i) Indian Constitution and Constitutionalism.
- ii) Thought on Social and Political Democracy.
- iii) Critique of Caste System.
- iv) Views on Marxism.
- v) Views on State Socialism, Evaluation.

CHAPTER 3 : Pandit Jawaharlal Nehru

- i) Views on Democracy.
- ii) Views on Democratic Socialism.
- iii) Ideas on Planning and Development.
- iv) Thought on Non-Alignment, Panchsheel, World Peace.
- v) Architect of Modern India Evaluation.

Reference Book

1. Mahajan V.D. : Indian Political Thought.
2. Sudha J.P. : Indian Political Thought.
3. Karinakaram K.P. : Indian Politics Form Dadabhai Naoraji to Gandhi Gitanjali Prakashan, New Delhi.
4. Varma V.P., Laxminarayan Agarwal : Modern Indian Political Thought, Agra.
5. N.R.Inmdar : Political Thought and Leadership of Lokmanya Tilak , Concept pub. Delhi.
6. N. Jayapalan : Indian Political Thinkers , Atlantic Pub. New Delhi.
7. उर्मिला शर्मा, एस.के. शर्मा : भारतीय राजनैतिक चिंतन, अटलांटिक प्रकाशन , दिल्ली.
8. फाडिया. बी. एल. : आधुनिक राजनीतिक चिंतन का इतिहास, साहित्य भवन पब्लि. आग्रा , दिल्ली.
9. आर. एम. गोखले : आधुनिक भारतीय राजकीय विचारवंत, कॉन्टीनेटल प्रकाशन, पुणे.
10. डॉ. ना.य. डोळे: भारतीय राजकीय विचारांचा इतिहास, कॉन्टीनेटल प्रकाशन, पुणे.
11. डॉ. ना.य. डोळे : भारतीय राजकीय विचारवंत, विद्या बुक्स पब्लिशर्स, औरंगाबाद.
12. भाल. भोळे: आधुनिक भारतातील राजकीय विचार, पिंपळापुरे अँड कं. नागपुर.
13. बी. वाय. कुलकर्णी : भारतीय राजकीय विचारवंत , विद्याभारती प्रकाशन, लातूर.
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15. डॉ. देवरे, डॉ. दिलीपसिंग निकुंभ : भारतीय राजकीय विचार, प्रशांत पब्लि. जळगाव २०१२.
16. डॉ वा. भा. पाटील : प्राचीन व आधुनिक भारतीय राजकीय विचारवंत, प्रशांत पब्लिकेशन्स जळगाव पुर्न. २०१३.
17. तळवलकर गोविंद : नवरोजी ते नेहरू.
18. आघाव विलास, ढाले व शेवाले : भारतीय राजकीय विचारवंत ,चिन्नाय प्रकाशन औरंगाबाद २०१४.
19. पाटील बी. बी. : भारतीय राजकीय विचारवंत, फडके प्रकाशन कोल्हापूर १९९७.
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21. देवगावकर श. गो : राजकीय विचारवंत, श्री साईनाथ प्रकाशन , नागपुर २००७.
22. शृंगारपुरे अरविंद : निवडक भारतीय राजकीय विचारवंत, श्री विद्या प्रकाशन, नागपुर २००३.
23. डॉ. देवरे विसपूते, निकुंभ , ठाकरे : आधुनिक भारतीय राजकीय विचारवंत, प्रशांत पब्लि. पुणे २००४.
24. निकम श्रीराम : गांधी - आंबेडकर, अस्पृश्यमुक्ती संघर्ष, लोकवाङ्मय गृह, मुंबई २००८.

K.B.C.N.M. University, Jalgaon
Syllabus for T.Y.B.A. (C.B.C.S. Pattern)
Political Science, Semester VI

Paper Code : SEC- 4 Political Journalism [w.e.f. June 2020]

Credit: 02
Lectures: 52

Total Marks: 100
Internal: 40
External: 60

Course Objective:

This paper deals with concepts and dimensions in journalism, mass communication and political journalism. It highlights various aspects of press, media and its type and methods. This course will help learners to understand dynamics within Journalism, Political journalism and communication means and ends and his process in society and nation. This course will give introduction to the students of journalism aims to provide voters with the information to formulate their own opinion and participate in community, Local to global matter that will effect then political journalism is provided through different mediums in print, broadcast, online reporting, instant coverage of campaign politics, event news, government status, elections updates etc.

CHAPTER 1: Political Journalism.

- i) Meaning, Definition, Nature, Scope & Significance in Political Journalism.
- ii) Sources of Political Journalism.
- iii) Code of conduct for Political Journalism.
- iv) Commercialization of Journalism.
- v) Fear of Political Journalism.

CHAPTER 2: Methods of Political Journalism.

- i) Commentary of Legislation.
- ii) Political Interview.
- iii) Press Conference.
- iv) Political Analysis.
- v) Reporting of Political Events.

CHAPTER 3: Politics and Media.

- i) Influence of Media on Decision Making Process.
- ii) Role of Media in Leadership Development.
- iii) Role of Media in Awareness.
- iv) Party Spirited Newspapers, Paid News.
- v) Challenges before Political Journalism and Media.

Reference Book

1. Carey Jams W. & Cates A. (2004), Journalism, Libraries Unlimited, West Port, London.
2. Vir Bala & Agarwal, Essentials of Practical Journalism, Concept Publication Camp, New Delhi.
3. Roy Barun, (2001), Beginner's Guide to Journalism, Pustak Mahal, Mumbai.
4. R. Ramkrishnan, (1994), Press & Politics in an Indian State, Delta Publishing House, Hyderabad.
5. Kamath M.V., (2002), Professional Journalism, Vikas Publishing House Pvt. Ltd., New Delhi.
6. Menon K.S.R. Stylebook for Journalists & Writers, Konark Publishers.
7. Rangaswami ; Basic Journalism, Macmillan India.
8. चतुर्वेदी एन. पी., (२००५), जनसंचार एवं पत्रकारिता, पोईटर पब्लिशर्स, जयपूर
9. लेले रा. के., (२००४), मराठी वृत्तपत्रांचा इतिहास, कॉन्टीनेटल प्रकाशन, पुणे.
10. कुलकर्णी प्रकाश , (१२ सप्टेंबर १९८९), माध्यम श्रीविद्या प्रकाशन, पुणे - ३०
11. खांबटे सतिश व योगेंद्र ठाकुर, (१३ ऑगस्ट २००६), पत्रकारिता एक आव्हान, आमोद प्रकाशन, मुंबई.
12. कोळमकर अनंत. (२००६), बातमीदाराचा जाहीरनामा, हिमालया पब्लिशिंग हाऊस, मुंबई.
13. सोनकांबळे कविता, (२०१६), मीडिया आणि राजकारण, निर्मल प्रकाशन, नांदेड.
14. अकलूजकर, प्रसन्नकुमार, वृत्तपत्रविद्या , श्रीविद्या प्रकाशन, पुणे
15. कुलकर्णी. एस . के. पत्रकारिता मार्गदर्शक, पुणे विद्यार्थी गृह प्रकाशन, पुणे
16. तळवलकर गोविंद, अग्रलेख, प्रेस्टिज पब्लि. मुंबई
17. पाध्ये प्रभाकर , पत्रकारितेची मूलतत्वे.
18. गरुड विश्वनाथ, डिजिटल पत्रकारिता, गमभन प्रकाशन
19. बोराटे योगेश , सोशल मिडिया, अथर्व प्रकाशन , जळगाव
20. सामंत, सत्वशीला, २०१४, मराठी भाषा आणि शुद्धलेखन डायमंड पब्लि. पुणे.

K.B.C.N.M. University, Jalgaon
Syllabus for T.Y.B.A. (C.B.C.S. Pattern)

Political Science, Semester VI

Paper Code : GE 1B: Management and Good Governance [w.e.f. June 2020]

Credit: 03
Lectures: 52

Total Marks: 100
Internal: 40
External: 60

Course Objective:

This paper provides the conceptual framework of the civil services and good governance. It delves deep in meaning, origin, forms of civil services and good governance in general. This course will be helpful and encourage students to acknowledge civil services and good governance process in India. An intention of this paper is to understand origin, development, and challenges before good governance in India.

CHAPTER 1: Good Governance.

- i) Meaning and Definition.
- ii) Silent Features of Good Governance.
- iii) Elements of Good Governance.
- iv) Obstacles in the way of Good Governance.
- v) Challenges before Good Governance.

CHAPTER 2: Management.

- i) Meaning, Definition and Types of Management.
- ii) Characteristic of Management.
- iii) Approaches of Management.
- iv) Functions of Management, POSDCORB.
- v) Test of Good Management and Importance.

CHAPTER 3: Administrative Leadership.

- i) Meaning and Approaches of Administrative Leadership.
- ii) Development of Administrative Leadership.
- iii) Essential Qualities of Administrative Leads.
- iv) Functions of Administrative Leadership.
- v) Relationship of Good Governance and Administration.

Reference Book

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2. White. L. D. : Introduction to the study of Public Administration.
3. Sinha. V. M. : Civil Services and Administrative Development.
4. Punjabi. K. L. : Civil Servants in India.
5. Bharadwaj : Civil Service Administration.
6. Goel. S. L. : Personnel Administration and Management.
7. Maheshwari. S. R. : Indian Administration.
8. फाडिया बी एल : भारत में लोकप्रशासन
9. कटारिया सुरेंद्र : कार्मिक प्रशासन
10. शर्मा व नंदलाल : लोकप्रशासन
11. तिवारी, भाटिया : लोकसेवी वर्गीय प्रशासन
12. वशिष्ठ निशा : भारत में नौकारशाही प्रणाली
13. बंग के आर : कर्मचारी वर्ग प्रशासन आणि वित्तीय प्रशासन
14. ठोंबरे हनिफ : कर्मचारी आणि वित्तीय प्रशासन
15. देशपांडे श्रीकांत : लोकप्रशासन
16. बिंगे सुभाष : कर्मचारी प्रशासन
17. बोरा बार्स : लोकप्रशासन शास्त्र
18. बोगले शांताराम : लोकप्रशासन सिद्धांत व कार्यपद्धती
19. देशमुख प्रभाकर : व्यवसाय व्यवस्थापनाची मु ल तत्वे
20. देशपांडे श्रीकांत : भारतीय प्रशासखिया प्रणाली
21. पाटील यशोदा : लोकप्रशासन
22. काळे अशोक : लोकप्रशासन
23. पाटील बी बी : लोकप्रशासन



॥ अंतरी पेटवू ज्ञानज्योत ॥

**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

**Revised Syllabus for
T.Y.B.A.
Sociology**

Choice Base Credit System Pattern (CBCS)

Semester System
For Semester V & Semester VI

(With Effect From June 2020)

Under the Faculty of Humanities
Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

Faculty of Humanities

Structure of T.Y.B.A. Under CBCS Pattern

(With Effect From June 2020)

Semester	Discipline Specific Core Course DSC	Ability Enhancement compulsory Courses AEC	Skill Enhancement Course SEC	Discipline Specific Elective courses DSE	Generic Elective GE
V Credits: 28 (10 Papers)	MIL 3 (03) DSC 1 E (03) DSC 2 E (03) DSC 3 E (03)	English Communication (02)	SEC 3 (02)	DSE 3 A (03) DSE 4 A (03)	GE 1 A (03) GE 2 A (03)
VI Credits: 28 (10 Papers)	MIL 4 (03) DSC 1 F (03) DSC 2 F(03) DSC 3 F (03)	English Communication (02)	SEC 4 (02)	DSE 3 B (03) DSE 4 B (03)	GE 1 B (03) GE 2 B (03)

- सीबीसीएस संरचनेतील द्वितीय वर्षाच्या MIL पेपरनुसारच तृतीय वर्षाच्याही MIL अभ्यासपत्रिकेचे स्वरूप असावे असा निर्णय घेण्यात आला. (म्हणजेच मराठी, हिन्दी, उर्दू, संस्कृत, पाली, अर्धमागधी या भाषा विषयांचा समावेश MIL पेपरमध्ये असेल. विद्यार्थ्यांनी द्वितीय वर्षाप्रमाणेच यापैकी एका भाषा विषयाच्या MIL अभ्यासपत्रिकेची निवड करायची आहे.)
- DSE ३ आणि 4 मध्ये समाजशास्त्र विषयाच्या अभ्यासपत्रिकांची निवड केल्यास DSC मधील तीन अभ्यासपत्रिकांपैकी एक अभ्यासपत्रिका समाजशास्त्र विषयाची निवडणे अनिवार्य आहे. DSC मधील अन्य दोन अभ्यासपत्रिका अन्य कोणत्याही भिन्न विषयांच्या निवडता येतील.
- AEC - English Communication ही अनिवार्य अभ्यासपत्रिका आहे.
- सीबीसीएस संरचनेतील द्वितीय वर्षाच्या SEC पेपरनुसारच तृतीय वर्षाच्याही SEC अभ्यासपत्रिकेचे स्वरूप असावे असा निर्णय घेण्यात आला. (म्हणजेच तृतीय वर्षाच्या सर्व विषयांच्या अभ्यासपत्रिका असतील. विद्यार्थ्यांनी द्वितीय वर्षाप्रमाणेच त्यापैकी कोणत्याही एका विषयाच्या SEC अभ्यासपत्रिकेची निवड करायची आहे.)
- तृतीय वर्षाच्या सीबीसीएस अभ्यासक्रमातील Generic Elective (GE) या प्रकारातील दोन अभ्यासपत्रिकांची विद्यार्थ्यांनी निवड करावयाची आहे. मानव्यविद्या शाखेतील प्रत्येक विषयाची एक आंतरविद्याशाखीय अभ्यासपत्रिका तयार करावी. अशा सर्व आंतरविद्याशाखीय अभ्यासपत्रिकांपैकी कोणत्याही दोन अभ्यासपत्रिकांची निवड विद्यार्थ्यांनी करावयाची आहे.
- बी. ए. ची पदवी प्राप्त करण्यासाठी एकूण सहा सत्रांमध्ये (FY, SY आणि TYBA वर्गातील प्रत्येकी दोन सत्रे) प्रत्येक विद्यार्थ्यांने किमान 120 आणि कमाल 140 श्रेयांक (credits) प्राप्त करणे अनिवार्य आहे.
- कोणत्याही विषयात एम. ए. साठी प्रवेश मिळविण्यासाठी त्या विषयात पदवी स्तरावर 24 श्रेयांक प्राप्त करणे अनिवार्य आहे.

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon
Revised Syllabus for T.Y.B.A. in Sociology
 Under the Faculty of Humanities
Choice Base Credit System Pattern (CBCS)
 Semester System (Semester V & VI)
 (With Effect From June 2020)

Semester - V

Sr. No.	Paper Code No.	Title of the Paper
1	DSE-SOC 3 A (352)	Techniques of Sociological Research
2	DSE-SOC 4 A (353) (Group A)	A) Rural and Urban Sociology
	DSE-SOC 4 A (353) (Group B)	OR
		B) Industrial Sociology
3	DSC-SOC 1 E (351)	Indian Society : Structure and Change
4	SEC-SOC 3 (354)	Women in India
5	GE-SOC 1 A (355)	Sociology for Competitive Examinations

Semester - VI

Sr. No.	Paper Code No.	Title of the Paper
1	DSE-SOC 3 B (362)	Techniques of Sociological Research
2	DSE-SOC 4 A (363) (Group A)	A) Rural and Urban Sociology
	DSE-SOC 4 B (363) (Group B)	OR
		B) Industrial Sociology
3	DSC-SOC 1 F (361)	Indian Society : Structure and Change
4	SEC-SOC 4 (364)	Women in India
5	GE-SOC 1 B (365)	Sociology for Competitive Examinations

**Equivalence courses for TYBA Sociology
Choice Base Credit System Patter (CBCS)
(With Effect From June 2020)**

Semester - V

Sr. No.	Old Paper Code	Old Title of the Paper	New Paper Code	New Title of the Paper
1	Soc. - S : 3 (352)	Techniques of Sociological Research	DSE-SOC 3 A (352)	Techniques of Sociological Research
2	Soc. S: 4 (353) (Group A)	A) Rural and Urban Sociology	DSE-SOC 4 A (353) (Group A)	A) Rural and Urban Sociology
	Soc. S: 4 (353) (Group B)	B) Industrial Sociology	DSE-SOC 4 A (353) (Group B)	B) Industrial Sociology
3	Soc. G : 3 (351)	Indian Society : Structure and Change	DSC-SOC 1 E (351)	Indian Society : Structure and Change
4	--	--	SEC-SOC 3 (354)	Women in India
5	--	--	GE-SOC 1 A (355)	Sociology for Competitive Examinations

Semester - VI

Sr. No.	Old Paper Code	Old Title of the Paper	New Paper Code	New Title of the Paper
1	Soc. - S : 3 (362)	Techniques of Sociological Research	DSE-SOC 3 A (362)	Techniques of Sociological Research
2	Soc. S: 4 (363) (Group A)	A) Rural and Urban Sociology	DSE-SOC 4 A (363) (Group A)	A) Rural and Urban Sociology
	Soc. S: 4 (363) (Group B)	B) Industrial Sociology	DSE-SOC 4 A (363) (Group B)	B) Industrial Sociology
3	Soc. G : 3 (361)	Indian Society : Structure and Change	DSC-SOC 1 E (361)	Indian Society : Structure and Change
4	--	--	SEC-SOC 4 (364)	Women in India
5	--	--	GE-SOC 1 B (365)	Sociology for Competitive Examinations

Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon

Revised Syllabus for T.Y.B.A - Sociology, Sem-V

Semester System (60 + 40), CBCS Pattern

DSE-SOC 3 A (352) - Techniques of Sociological Research

Total Credits: 03

Total Clock Hours: 45

Periods: 60

Total Marks: 100 (Internal Marks 40 + External Marks 60)

Objectives:

1. To provide students exposure of the fundamentals of various research techniques and methods.
2. To try to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
3. To understand the nature of social phenomena and social reality.

Unit I : Introduction of Social Research

Periods

20

- A) Meaning and Types of Social Research.
- B) Major Steps in Social Research and Utility of Social Research.
- C) Meaning and Characteristics of Scientific Methods.
- D) Essential Qualities of Social Researcher.

Unit II : Scientific Social Research

20

- A) Hypothesis: Meaning and Characteristics.
- B) Type and Sources of Hypothesis.
- C) Research Design: Meaning and Characteristics.
- D) Types of Research Design: Exploratory, Descriptive, Diagnostic and Experimental Research design.

Unit III : Techniques of Data Collection

20

- A) Primary and Secondary Sources of Data
- B) Sampling Techniques: Meaning and Types of Sampling.
- C) Advantages of Sampling
- D) Disadvantages of Sampling.

Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon

Revised Syllabus for T.Y.B.A - Sociology, Sem-VI

Semester System (60 + 40), CBCS Pattern

DSE-SOC 3 B (362) - Techniques of Sociological Research

Total Credits: 03

Total Clock Hours: 45

Periods: 60

Total Marks: 100 (Internal Marks 40 + External Marks 60)

Objectives:

1. To provide students exposure of the fundamentals of various research techniques and methods.
2. To try to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
3. To understand the nature of social phenomena and social reality.

Unit I : Tools and Techniques of Data Collection

Periods

20

- A) Questionnaire: Meaning and Types, Merits and Demerits of Questionnaire.
- B) Schedule: Meaning and Types, Merits and Demerits.
- C) Interview: Meaning and Types, Techniques of Interview.
- D) Observation: Meaning and Types, Advantages and Disadvantages of Observation.

Unit II : Analysis and Interpretation of Data

20

- A) Meaning of Analysis.
- B) Classification of Data & Types of Classification.
- C) Measures of Central Tendency: Mean, Median and Mode.
- D) Statistical Analysis of Correlation, Variance and Co-Variance.

Unit III : Research Report

20

- A) Meaning of Research Report.
- B) Aspects (Main Points) of Research Report
- C) Importance of Research Report.
- D) Use of Information Technology in Social Research.

References:-

1. Goode and Hatt (1952) Methods in Social Research- Mc Graw Hill Books Company, New York.
2. Hansraj (1979) Theory and Practices in Social Research – Surjeet Publication, Delhi.
3. Bajpai S. R. (1967) Methods of Social Survey and Research, George Allen and Unwin
4. Young P. V. (1988) Scientific Social Surveys and Research- Prentice Hall, New Delhi.
5. Kothari C. R. (1989) Research Methodology: Methods and Techniques, Bangalore ,Wiley Eastern.
6. Jayram N. (1989) Sociology; Methods and Theory- Madras, Macmillian.
7. भांडारकर पु. ल. (1976) सामाजिक संशोधन पध्दती – महाराष्ट्र ग्रंथनिर्मिती मंडळ, नागपूर.
8. घाटोळे रा. ना. (2008-09) समाजशास्त्रीय संशोधन: तत्त्वे व पध्दती, श्री मंगेश प्रकाशन, नागपूर.
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10. खैरनार दिलीप, सामाजिक संशोधन पध्दती, डायमंड प्रकाशन, पुणे.
11. आगलावे प्रदीप (2008) सामाजिक संशोधनाची तंत्रे - साईनाथ प्रकाशन, नागपूर.
12. बेहरे सुमन (2004) सामाजिक संशोधन पध्दती (तंत्रे आणि पध्दती) – विद्या प्रकाशन – नागपूर.
13. नाडगोंडे गुरुनाथ (1986) सामाजिक संशोधन पध्दती – फडके प्रकाशन, कोल्हापूर.
14. ओडीयार सुशीला. (1981) सामाजिक संशोधन – अजब प्रकाशन, कोल्हापूर.

Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon

Revised Syllabus for T.Y.B.A - Sociology, Sem-V

Semester System (60 + 40), CBCS Pattern

DSE-SOC 4 A (353) – Rural and Urban Sociology (Group A)

Total Credits: 03

Total Clock Hours: 45

Periods: 60

Total Marks: 100 (Internal Marks 40 + External Marks 60)

Objectives:

1. Rural and Urban Sectors in Society have an emerging premise for a specific understanding through sociological knowledge.
2. Students are expected to have a specified understanding of the Rural and Urban community in Sociological perspectives.
3. To provide knowledge on distinctness of Sociological Scholarship as a separate Cognitive Discipline on Rural and Urban dimensions in India.
4. To develop an understanding the fundamental Social reality, Social structure, Social process and changes in development perspectives of Rural and Urban communities.

Periods

Unit I: Field of Rural Sociology

20

- A) Meaning and Nature of Rural Sociology.
- B) Subject matter of Rural Sociology.
- C) Importance of the study of Rural Sociology.
- D) Rural and Urban Differences.

Unit II: Rural Community and Economy

20

- A) Traditional Village Community: Characteristics and its Changing Nature.
- B) Family and Caste System: Meaning, Characteristics and Changing Nature.
- C) Agrarian class Structure: Nature, Types and Agriculture Problems.
- D) Globalization and its Impact on Agriculture.

Unit III: Rural Development

20

- A) Panchayat Raj – Historical background, Panchayat before and after 73rd Constitutional Amendment.
- B) Co-operatives - Meaning and Characteristics.
- C) Objectives of Co-Operative Movements.
- D) Rural Development Schemes in India.

Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon
Revised Syllabus for T.Y.B.A - Sociology, Sem-VI
Semester System (60 + 40), CBCS Pattern
DSE-SOC 4 B (363) – Rural and Urban Sociology (Group A)

Total Credits: 03 Total Clock Hours: 45 Periods: 60
Total Marks: 100 (Internal Marks 40 + External Marks 60)

Unit I: Field of Urban Sociology **Periods**
20

- A) Meaning and Nature of Urban Sociology.
- B) Subject Matter of Urban Sociology.
- C) Importance of the Study of Urban Sociology.
- D) Rural and Urban Continuum.

Unit II: Urban Social Structure and Concepts **20**

- A) Urban Community: Meaning and Characteristics.
- B) Concept of Urbanization and Urbanism: Factors and Social Consequences of Urbanization. Concept of Metropolis and Megalopolis.
- C) Concept of Modern Family: Characteristics and problems.
- D) Marriage: Meaning and changing Nature.

Unit III: Urban Social Problems. **20**

- A) Slum: Causes and Consequences.
- B) Crime: Meaning, Causes and Consequences.
- C) Pollution: Meaning and Causes.
- D) Urban Planning: Concept and Principles of Town Planning. Obstacles in Town Planning.

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- 17) प्रतिभा अहिरे व सावगावकर अरुण, ग्रामीण आणि नागरी समाजशास्त्र – श्रीविद्या प्रकाशन, नागपूर.

Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon

Revised Syllabus for T.Y.B.A - Sociology, Sem-V

Semester System (60 + 40), CBCS Pattern

DSE-SOC 4 A (353) - Industrial Sociology (Group B)

Total Credits: 03

Total Clock Hours: 45

Periods: 60

Total Marks: 100 (Internal Marks 40 + External Marks 60)

Objectives:

1. To acquaint the students with the structure of industrial society.
2. To provide the students sociological understanding of work and industry.
3. To familiarize the students with the actual problem situation in industrial organization.

Unit I: introduction

Periods
20

- A) Meaning and Nature of Industrial Sociology.
- B) Rise and Development of Industrial Sociology.
- C) Subject Matter of Industrial Sociology.
- D) Importance of the Study of Industrial Sociology.

Unit II: Evolution of Production System

20

- A) Definition of Industry.
- B) Earlier System of Production - Manorial System or Feudal System, Guild System, Domestic System
- C) Rise of the Factory System – Causes and Characteristics.
- D) Automation –Impact of Automation on Workers.

Unit-III: Industrial Organization

20

- A) Meaning and Nature of Industrial Organization.
- B) Concept of Formal and Informal of Industrial Organization.
- C) Role and Function of Executive, Specialist, Foreman, Supervisor and Workers.
- D) Industrial Bureaucracy - Meaning and Characteristics of Bureaucracy

Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon

Revised Syllabus for T.Y.B.A - Sociology, Sem-VI

Semester System (60 + 40), CBCS Pattern

DSE-SOC 4 B (363) - Industrial Sociology (Group B)

Total Credits: 03

Total Clock Hours: 45

Periods: 60

Total Marks: 100 (Internal Marks 40 + External Marks 60)

	Periods
Unit 1: Trade Unions and Industrial Relation	20
A) Meaning and Types of Trade Unions in India.	
B) Changing Nature and present challenges of Indian Trade Unions.	
C) Industrial Disputes –Meaning, Causes and Consequences of Industrial Disputes.	
D) Legislative Machinery for Settlement of Industrial Disputes.	
Unit-2 Social Security and Labour Welfare	20
A) Meaning and Nature of Social Security	
B) Social Security in India	
1) Workmen compensation Act, 1923,	
2) Employees State Insurance Act, 1948.	
3) Provident fund Act, 1952.	
4) Maternity Benefit Act, 1961.	
C) Meaning and Nature of Labour Welfare.	
D) Various Schemes for Labour Welfare in India.	
Unit-3 Industrialization and social change in India	20
A) Impact of Industrialization on Indian Society - Family, Villages and Stratification.	
B) Ecological Problem Created by Industrialization in India.	
C) Liberalization, Privatization and Globalization and Their Impact on Indian Society.	
D) New Industrial Policy of Maharashtra, 2019.	

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Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon

Revised Syllabus for T.Y.B.A - Sociology, Sem-V

Semester System (60 + 40), CBCS Pattern

DSC-SOC 1 E (351) - Indian Society: Structure and Change

Total Credits: 03

Total Clock Hours: 45

Periods: 60

Total Marks: 100 (Internal Marks 40 + External Marks 60)

Objectives:

1. To introduce students the socio-cultural background of the Indian society.
2. To familiarize students with the institutional changes in the Indian society since the ancient period.
3. To get the basic understanding of the various social processes in the Indian Society.

	Periods
Unit 1: Fundamental values and central themes of Hindu society and culture	20

- A) Ashrama System - Meaning, Stages and importance.
- B) Theory of Purushartha - Meaning, Principles and Importance.
- C) Theory of Karma - Meaning and Types of Karma
- D) Principles of Buddha and Islam

Unit 2: Segments of Indian society	20
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- A) Tribal Society - Meaning Characteristics and Changing Nature of Tribal Society.
- B) Rural Society - Meaning Characteristics and Changing In Nature of Rural Society.
- C) Urban Society - Meaning and Characteristics.
- D) Causes and Problems of Urbanization.

Unit 3: Indian social Institutions	20
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- A) Family - Meaning, Types (Joint and Nuclear Family) and Changing Nature of Family
- B) Marriage - Meaning, Types and Changes in Marriage System.
- C) Inter-Cast Marriage, Factor Promoting Inter-Cast Marriage.
- D) Caste - Meaning, Characteristics and Changing Nature of Cast Systems.

Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon

Revised Syllabus for T.Y.B.A - Sociology, Sem-VI

Semester System (60 + 40), CBCS Pattern

DSC-SOC 1 F (361) - Indian Society: Structure and Change

Total Credits: 03

Total Clock Hours: 45

Periods: 60

Total Marks: 100 (Internal Marks 40 + External Marks 60)

	Periods
Unit 1: Processes of Social Changes and Their impact on Indian Social Structure	20
A) Sanskritization - Concept.	
B) Industrialization, Westernization - Concept.	
C) Modernization - Concept.	
D) Globalization - Concept.	
Unit 2: Status of Women in India	20
A) Ancient Period.	
B) Medieval Period.	
C) British Period.	
D) Post-independence Period.	
Unit 3: <u>Social Movements and Social Reformers in India</u>	20
A) Social Movement: - Meaning and Objectives.	
B) Peasant Movement.	
C) Tribal Movement.	
D) Social reformers:	
1) Rajashri Shahu Maharaj - Reservation Policy)	
2) Mahatma Phule – Thoughts on Education	
3) Dr. B. R. Ambedkar – Thoughts on Caste System	

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Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon

Revised Syllabus for T.Y.B.A - Sociology, Sem-V

Semester System (60 + 40), CBCS Pattern

SEC-SOC 3 (354) - Women in India

Total Credits: 02

Total Clock Hours: 45

Periods: 40

Total Marks: 100 (Internal Marks 40 + External Marks 60)

Objectives:

1. To introduce students the basic concepts of the women studies.
2. To understand overall situation of women under the system of patriarchy in India.
3. To sensitize the student to the emerging women social issues in India.

	Period
Unit 1: Basic Concepts	13
A) Sex and Gender	
B) Patriarchy	
C) Matriarchy	
D) Gender Roles	
Unit 2: Health Issues of Indian Women	13
A) Malnutrition	
B) Early Marriages and maternal health	
C) Teenage Pregnancy	
D) Sex Ratio and Mortality	
Unit 3: Women Issues in Modern Era (Concept, Nature and Causes)	14
A) Violence against Women: Domestic Violence	
B) Sexual Harassment, Rape	
C) Prostitution	
D) Female Foeticide	

Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon

Revised Syllabus for T.Y.B.A - Sociology, Sem-VI

Semester System (60 + 40), CBCS Pattern

SEC-SOC 4 (364) - Women in India

Total Credits: 02

Total Clock Hours: 45

Periods 40

Total Marks: 100 (Internal Marks 40 + External Marks 60)

	Period
Unit 1: Women Empowerment in India	14
A) Indicators of Women Empowerment	
B) Women Empowerment through Self Help Groups	
C) Current Status of Women Empowerment	
D) Impact of Globalization on Women Development	
Unit 2: Women and Law	13
A) Rights Guaranteed under Indian Constitution	
B) Personal Laws - Marriage and Divorce	
C) Sexual Harassment of Women at Workplace Act, 2013	
D) The Protection of Women from Domestic Violence Act, 2005	
Unit 3: Contribution of Social Reformers for Women	13
A) Pandita Ramabai	
B) Tarabai Shinde	
C) Mahatma Jyotiba Phule	
D) Dr. Babasaheb Ambedkar	

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11. तांबे, अनघा - भारताचा इतिहास (नवी आव्हाने, नवी दिशा).
12. जोगळेकर, मृणालिनी - स्त्री अस्मितेचा अविष्कार (भाग-३), पॉप्युलर प्रकाशन, मुंबई.
13. साने, गीता - भारतीय स्त्री जीवन.
14. बाबर, सरोजिनी - स्त्री शिक्षणाची वाटचाल.
15. गडकरी, जयंत - समाज आणि धैर्य.
16. आंबेडकर, बाबासाहेब - हिंदू स्त्रियांची उन्नती आणि अवनिती.
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18. दातार, छाया - स्त्री विमुक्ती
19. पाटील, लीला - भारतीय स्त्री जीवन .
20. कर्वे, स्वाती - स्त्री विकासाच्या पाऊलखुणा.
21. सावंत, मंगला - स्त्री पर्व.
22. शरयू अनंत राम, वंडसे, उमा - भारतीय समाजातील स्त्रियांचे स्थान.
23. कार्वालो, सिसिलिया - महाराष्ट्राची शिल्पकार पंडिता रमाबाई.
24. धनागरे, द. ना. - संकल्पनांचे विश्व आणि समाजवास्तव.
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27. भिसे, रामचंद्र डायमंड पब्लिकेशन, ग्रामीण मातंग स्त्री.
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Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon

Revised Syllabus for T.Y.B.A - Sociology, Sem-V

Semester System (60 + 40), CBCS Pattern

GE-SOC 1 A (355) – Sociology for Competitive Examinations

Total Credits: 03

Total Clock Hours: 45

Periods: 60

Total Marks: 100 (Internal Marks 40 + External Marks 60)

Objectives:

1. To impart knowledge on basic sociological concepts and various sociological perspectives.
2. Students will demonstrate familiarity with the Sociological Imagination
3. To practice the students for competitive Examinations of state and Central Government department.
4. To help the students to achieve a career after graduation.

Unit: 1 Sociology: Introduction

Periods

20

- A) Meaning of Sociology
- B) Nature of Sociology
- C) Subject Matter of Sociology
- D) Relationship of Sociology with other Social Sciences
(History / Economics / Political Science)

Unit: 2 Basic Sociological Concepts

20

- A) Society, Institution – Meaning and Characteristics
- B) Social Structure – meaning and Elements of Social Structure
- C) Social Groups – Primary and Secondary - Meaning and Characteristics
- D) Culture - Types and Characteristics

Unit: 3 Sociology as a Science

20

- A) Science - Scientific Method
- B) Research Method and Analysis
- C) Techniques of Data Collection – Sampling and Hypothesis
- D) Research Report

Kavayatri Bahinabai Chudhari North Maharashtra University, Jalgaon
Revised Syllabus for T.Y.B.A - Sociology, Sem-VI
Semester System (60 + 40), CBCS Pattern
GE-SOC 1 B (365) – Sociology for Competitive Examinations

Total Credits: 03 Total Clock Hours: 45 Periods: 60
Total Marks: 100 (Internal Marks 40 + External Marks 60)

	Periods
Unit: 1 Social Institutions	20
A) Marriage – Meaning and Types	
B) Family – Meaning, Types and Functions	
C) Kinship – Meaning and Types	
D) Religion – Meaning and Functions	
Unit: 2 Social Processes	20
A) Social Change – Factors of Social Changes	
B) Social Control – Agencies of Social Control	
C) Social Conformity and Deviance	
D) Socialization, Integration, Cooperation, Competition and Conflicts	
Unit: 3 Sociological Thinkers	20
A) August Comte - Law of three stages, Hierarchy of Sciences	
B) Herbert Spencer - Theory of Social Evolution, Organism Theory of Society	
C) Karl Marx - Historical Materialism, Theory of Class and Class Conflict	
D) Max Weber - Definition of Sociology, Social Action	

References

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3. Dube, S. C. 1972. Indian Society. National Book Trust.
4. Inkels, Alex, 1987. 'What is Sociology?'. New Delhi: Prentice Hall of India,
5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. Allied Publishers.
6. Ritzer, Gorge. 1996. Sociological Theory. New Delhi: Tata McGraw hill.
7. Seitlin, Irving. 1998. Rethinking Sociology: A Critique of Contemporary Theory. Jaipur: Rawat publications.
8. Sharma R. N. 1971. Principles of Sociology. Mumbai: Asia Publishing House.
9. Vidyabhushan & Sachdev. Introduction to Sociology. New Delhi: Kitab Mahal Publishers.
10. आगलावे, प्रदीप. 1999. समाजशास्त्र. नागपूर: साईनाथ प्रकाशन.
11. आगलावे, प्रदीप. अभिजात समाजशास्त्रीय विचार. नागपूर: श्री साईनाथ प्रकाशन.
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13. जाधव, सुधाकर. 2017. समाजशास्त्रातील मूलभूत संकल्पना. जळगाव: प्रशांत पब्लिकेशन्स.
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15. पैठणे, ए. एस., वाघ आर. डी. आणि पगारे, सी. एन. 2007. समाजशास्त्र परिचय. पुणे: श्री विद्या प्रकाशन.
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कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव

टी. वाय. बी. ए. समाजशास्त्र (CBCS Pattern)

शैक्षणिक वर्ष 2020-2021 पासून लागू

अंतर्गत परीक्षा (चाळीस गुण)

- चाचणी परीक्षा 20 गुण
- सेमिनार / पेपर प्रेझेंटेशन / गृहपाठ / शैक्षणिक सहल 10 गुण
- उपस्थिती आणि वर्तन 10 गुण

विद्यापीठ परीक्षा (साठ गुण)

समाजशास्त्र विषयाच्या विद्यापीठ परीक्षेच्या प्रश्नपत्रिकेचे स्वरूप खालीलप्रमाणे असेल.

प्रश्न क्र.	प्रश्नाचे स्वरूप	गुण
01	एका वाक्यात उत्तरे लिहा. (नऊपैकी सहा)	12
02	तीन ते चार वाक्यात उत्तरे लिहा. (सहापैकी चार)	12
03	थोडक्यात उत्तरे लिहा. (पाचपैकी तीन)	12
04	टीपा लिहा. (चारपैकी दोन)	12
05	दीर्घोत्तरी उत्तर लिहा. (तीनपैकी एक)	12