

|| विद्या षट् देवतम् ||

शि.प्र.मं.स्व.तात्यासाहेब महाजन
कला व वाणिज्य महाविद्यालय
चिखली
जि. बुलडाणा - ४४३२०१



S.P.M. Late Tatyasaheb Mahajan
Arts & Commerce College
Chikhli
Dist. Buldana -443201

Shri R.G.Shete
President

Shri P.P.Bhala
Secretary

Dr Subhash D. Gawhane
Principal



**Assessment Years
2018-19 to 2022-23**

3rd Cycle

Assessment & Accreditation by NAAC

Criterion - 2

Teaching - Learning and Evaluation

॥विद्या परं देवतम॥



**शि.प्र.मं.स्व.तात्यासाहेब महाजन
कला व वाणिज्य महाविद्यालय
चिखली जि. बुलडाणा -४४३२०१**

College Code No. : 306
e-mail : spmtmchikhli@gmail.com

**S.P.M. Late Tatyasaheb Mahajan
Arts & Commerce College
Chikhli Dist. Buldana -443201**

AISHE : C-43033
www.spmtmchikhli.ac.in

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Secretary

Dr Subhash D. Gawhane
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Criterion 2 - 2- Teaching- Learning and Evaluation

Key Indicator - 2.6 Student Performance and Learning Outcome

2.6.2 – QIM - Attainment of POs and COs are evaluated.

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शि.प्र.मं.स्व.तात्यासाहेब महाजन कला व वाणिज्य महाविद्यालय चिखली जि. बुलडाणा - ४४३२०१ College Code No. : 306 e-mail : spmtmchikhli@gmail.com			S.P.M. Late Tatyasaheb Mahajan Arts & Commerce College Chikhli Dist. Buldana -443201 AISHE : C-43033 www.spmtmchikhli.ac.in
Shri R.G.Shete President	Shri P.P.Bhala Secretary		Dr Subhash D. Gawhane Principal

Date :- 20-11-2023

Declaration

The Information, Reports, True Copies of the Supporting Documents, Numerical Data, etc. furnished in this file is verified by IQAC and found correct.
Hence this Certificate.


Dr. N. K. GAIKWAD
 IQAC Co-ordinator
 S.P.M. Late Tatyasaheb Mahajan
 Arts & Commerce College,
 CHIKHLI- 443201, Dist. Buldana


PRINCIPAL
 S.P.M. Late Tatyasaheb Mahajan
 Arts & Commerce College,
 CHIKHLI- 443201, Dist. Buldana

शि.प्र.मं.स्व.तात्यासाहेब महाजन कला व वाणिज्य महाविद्यालय चिखली जि. बुलडाणा - ४४३२०१ College Code No. : 306 e-mail : spmtmchikhli@gmail.com	॥विद्या परं वैवतम्॥ 	S.P.M. Late Tatyasaheb Mahajan Arts & Commerce College Chikhli Dist. Buldana -443201 AISHE : C-43033 www.spmtmchikhli.ac.in
Shri R.G.Shete President	Shri P.P.Bhala Secretary	Dr Subhash D. Gawhane Principal

All of the Institute's programmes have explicit programme education objectives, programme outcomes, and course outcomes that are communicated to instructors and students as well as posted on the college website.

Being an affiliated college, the university's Higher Education Policy System explicitly outlines the course's goals and objectives in terms of helping students become well-rounded individuals. For all programmes offered by the institution, these Aims and Objectives have served as the basis for defining the Programme results, programme specific outcomes, and course outcomes. When drafting POs, the College took into account factors such as academic excellence, research potential, the breadth of extension operations, human values, the creation of livelihoods, and current job market trends.

Three categories—academic values, social sensitivities, and moral and spiritual values—have been used to group the program-specific outcomes.

Programme outcomes are tailored to the particulars of each programme and are generated from the Programme Education Objectives.

During the required Orientation programmes, all new students are informed of the goals and anticipated results of their programme. Additionally, each course's complete syllabus, learning objectives, and assessment plan are shared with the students.

॥विद्या परं देवतम्॥

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Shri P.P.Bhala Secretary
Dr Subhash D. Gawhane Principal

C.B.C.S

B.A. Syllabus

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२२-२०२३

विभाग अ (Part-A)

विद्याशाखा : मानव विज्ञान (Faculty - Humanities)

अभ्यासक्रम : वाङ्.मय स्नातक / बी.ए., (Programme - B.A.)

विषय : मराठी वाङ्.मय (ऐच्छिक)

बी.ए.भाग-१, सत्र-१

प्रस्तावना :- (Preamble)

मराठी साहित्याच्या विविध वाङ्मय प्रवाहाचा अभ्यासातून विद्यार्थ्यांच्या ज्ञानाच्या कक्षा रुंदावतील. विविध साहित्य प्रवाहातील अभ्यासातून साहित्य निर्मितीच्या घटकांचे तंत्र विद्यार्थ्यांच्या अंगी विकसित होतील. साहित्यातून मानवी मूल्यांचे आकलन विद्यार्थ्यांना होईल. वाचन, लेखन, श्रवण कौशल्य विकसित होतील तसेच उपयोजित संकल्पना अभिवृद्ध होतील. साहित्य विश्वातून नवनिर्मितीचा व सर्जनशीलतेचा नवा अविष्कार अभिवृद्ध होण्यासाठी विद्यार्थ्यांना मदत होईल. प्रबोधनाची विचारधारा विकसित होईल. संशोधनाची नवप्रेरणा निर्माण होईल. एकूणच सर्व विद्यार्थ्यांच्या सर्वांगीण विकासाकरिता साहित्यातील प्रेरणा मार्गदर्शक ठरतील.

मराठी वाङ्.मय (ऐच्छिक) अभ्यासक्रमाची विशिष्ट निष्पत्ती (PSOs) :

- १) संत गाडगेबाबा अमरावती विद्यापीठाच्या मानव विज्ञान विद्याशाखेतील मराठी वाङ्.मय (ऐच्छिक) अभ्यासक्रमाच्या अध्ययनामुळे विद्यार्थ्यांची साहित्य ही संकल्पना स्पष्ट होऊन मराठी भाषाविषयक अभिरुची विकसित होईल.
- २) मराठी साहित्य परंपरा, लेखक, कवी, विचारवंत यांचा परिचय होईल, त्यांचा लेखनातून आलेल्या सामाजिक एकात्मता, सर्वधर्म समभाव, राष्ट्रीय एकात्मता आणि भारतीय राज्यघटनेचे अधिष्ठान असलेल्या मानवी मूल्यांची विद्यार्थ्यांमध्ये रुजवणूक होईल.
- ३) विद्यार्थ्यांमध्ये साहित्य व कला याविषयी आवड निर्माण होईल. त्याची चिकित्सा, तुलना, समीक्षा करण्याची दृष्टी विकसित झाल्यामुळे विविध साहित्य प्रकारातील लेखनाचे योग्य अध्ययन, संशोधन आणि सर्जनशील निर्मिती करतील.
- ४) भाषा आणि साहित्याचा सामाजिक तसेच कलात्मक पातळीवर अभ्यास केल्याने विवेकपूर्ण तर्कसंगतता आणि कारुण्यपूर्ण संवेदनशीलता निर्माण होऊन साहित्याचे व्यावहारिक उपयोजन करता येईल.
- ५) साहित्याच्या विद्यार्थ्यांमध्ये मराठी साहित्याच्या अभ्यासासह प्रतिष्ठापूर्ण रोजगार मिळविण्यासाठी कौशल्ये प्राप्त होतील.
- ६) रोजगारा निर्मितीसाठी लागणाऱ्या विविध कौशल्यनिर्मितीचा दृष्टिकोन विद्यार्थ्यांमध्ये निर्माण होईल.

अभ्यासक्रमाची रोजगारविषयक क्षमता (Employability Potential of the Programme)

नवा शोध, नवी स्पंदने दुसऱ्यांपर्यंत / समाजापर्यंत पोचवायाची असतीलतर समर्थ भाषेशिवाय पर्याय नाही. मग ती परंपरागत, संगणकीय, गणिती, एसएमएस तंत्राधारित, इमोजी भाषा का असेना, साहित्याच्या विद्यार्थ्यांना या अनुषंगाने जवळजवळ सर्वच सेवाक्षेत्रात, व्यवसायाच्या क्षेत्रात अंगिकृत भाषा कौशल्य व त्याच्या जोडीला त्याने आत्मसात केलेल्या इतर कौशल्यामुळे संधीची गंगा त्याच्या आजुबाजूला वाहते आहे व या संधीचे त्याने सोने केलेतर त्याला निश्चितच रोजगार प्राप्त होईल.

मानव विद्याशाखेतील मराठी वाङ्.मय (ऐच्छिक)हा अभ्यासक्रम पूर्ण केल्यानंतर विद्यार्थ्यांना रोजगाराच्या विविध संधी प्राप्त होतील. त्यातीलकाही महत्त्वाच्या संधीची यादीखाली दिली आहे.

- १) बी.ए. ही पदवी प्राप्त झाल्यानंतर विद्यार्थ्यांना विविध स्पर्धा परीक्षांची तयारी करता येईल.
- २) राज्य व केंद्रीय लोकसेवा आयोगाच्या परीक्षांची तयारी करण्यासाठी सदर अभ्यासक्रम उपयुक्त ठरेल.
- ३) विविध शासकीय, उद्योग, सेवाविषयक क्षेत्रात रोजगार प्राप्त होईल.
- ४) व्यावहारिक मराठीच्या माध्यमातून संवाद कौशल्ये अंगी बाणविल्यावर (१) व्यावहारिक - बाजार, दुकान, स्टेशन इ. (२) व्यावसायिक - शिक्षक, प्राध्यापक, वकील, डॉक्टर, विक्रेता, दलाल, दुभाषी, शेअर दलाल, इ.(३) प्रशासकीय (४) रंगभूमी/लोकरंगभूमी यामध्ये व्यवसायाच्या संधी निर्माण होतील.
- ५) माहिती प्रसारण या क्षेत्रात उपसंपादक, वार्ताहर, सूत्रसंचालक, कथालेखक, छायाचित्रकार, ध्वनिसंकलक, दिग्दर्शक, सहाय्यक दिग्दर्शक, कार्यकारी निर्माता, स्तंभलेखक, व्हाईस ओव्हर आर्टिस्ट, बातमी विश्लेषक, जनसंपर्क अधिकारी अशा रोजगाराच्या संधी उपलब्ध आहेत.
- ६) दृक्श्राव्य माध्यमात संवाद व कथालेखक, पटकथालेखक, पटकथा सल्लागार आणि मार्गदर्शक, मध्यस्थ, निवेदक, सूत्रसंचालक, संहितालेखक, गीतलेखक, माहितीपट निर्माता, नट, कलाकार, गायक, संगीतकार, हास्यकलाकार अशा विविध संधी उपलब्ध आहेत.
- ७) फलक लेखन, भितीपत्रक लेखन, नामपट्टीका लेखन, ब्लॉग रायटर, अहवाल लेखक, मानपत्र/प्रमाणपत्र लेखक, आभासी (घोष्ट रायटर) लेखक, शब्दांकनकर्ता, दिनदर्शिका, शुभेच्छापत्रे, लग्न पत्रिका, निमंत्रण पत्रिका,

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

मराठी कौशल्ये विकास अभ्यासक्रम

Skill Enhancement Course-II

शैक्षणिक वर्ष - २०२२-२३ पासून

बी.ए.भाग-१, सत्र - २

‘मराठी भाषिक कौशल्ये : लेखन कौशल्ये’

एकूण तासिका १५, श्रेयांक – १

अभ्यासपत्रिकेची निष्पत्ती (COs)

१. लेखन कौशल्य विकासाला सहाय्य होईल.
२. मराठी भाषा क्षमतेच्या वाढीस मदत होईल.
३. लेखन क्षेत्रातील दारे खुली होतील.
४. विविध व्यवसाय क्षेत्रात संधी उपलब्ध होईल.

अभ्यास घटक

‘व्यक्तित्व विकासासाठी : संभाषण व लेखनकौशल्ये’ - (संपादक : डॉ.पृथ्वीराज तौर, डॉ.शैलेंद्र लेडे, डॉ.वंदना महाजन), अथर्व पब्लिकेशन्स हे संपादित पुस्तक या अभ्यासक्रमासाठी नेमलेले आहे.

लेखन कौशल्ये - एकूण तासिका -१५

१. लेखन कौशल्ये -- प्रतिक्षा गौतम तालंगकर कथले
२. संपाद लेखन कौशल्ये - राजकुमार लक्ष्मणराव तांगडे
३. जाहिरात लेखन कौशल्ये— रवि पवार
४. गीत लेखन कौशल्ये — विनायक पवार

(विद्यार्थ्यांनी लेखन कौशल्ये आत्मसात करून त्याचे विविध उपक्रमांच्या माध्यमातून उपयोजन करणे, महाविद्यालयातील विविध कार्यक्रम प्रसंगी नाटक, श्रुतिकेसाठी , संवाद लेखन करणे, निरनिराळ्या माध्यमांसाठी महाविद्यालय तथा संस्थेच्या अभिनव, कल्पक जाहिराती तयार करणे, तथा महाविद्यालयात विशिष्ट कार्यक्रमासाठी गीत निर्मिती करणे अपेक्षित आहे. या दृष्टीने नियोजन अपेक्षित आहे.)

गुण विभागणी – एकूण गुण २५

- | | |
|-------------------------------------|----------|
| घटक वाचणी / कौशल्य मूल्यांकन | - १० गुण |
| गृहपाठ / कौशल्य विकास प्रकल्प कार्य | - १० गुण |
| चर्चासत्र/ कौशल्यकार्याचे सादरीकरण | - ०५ गुण |

(अभ्यासपत्रिकेतील सर्व घटकांवर प्रश्न विचारण्यात येतील)

वी.ए. भाग- १ मराठी (आवश्यक)
सत्र २ रे
गुण विभागणी
एकूण गुण - १००
लेखी गुण - ८०
अंतर्गत मूल्यमापन - २०
वेळ - ३ तास

अभ्यासक्रमासाठी नेमलेले पाठ्यपुस्तक - 'शब्दगंध' भाग-१ (सत्र-१ व सत्र-२) (संपादित)

प्रकाशकाचे नाव : राघव पब्लिशर्स अॅण्ड डिस्ट्रीब्युटर्स, नागपूर
(विभाग 'अ', 'ब' आणि 'क' साठी)

उपयोजित मराठी - संपादक डॉ.केतकी मोडक, संतोष शेणई, सुजाता शेणई - पद्मगंधा प्रकाशन, पुणे या पुस्तकातील
प्रकरण ३ रे- कार्यालयीन पत्रव्यवहार - डॉ.कल्याणी दिवेकर
प्रकरण ४ थे- स्वपरिचयपत्र व नोकरीसाठी अर्जलेखन -
डॉ.मृषण केळकर

विभाग - अ	वैचारिक	-	२०गुण
विभाग - ब	ललित	-	२०गुण
विभाग - क	कविता	-	२०गुण
विभाग - ड	उपयोजित मराठी	-	२०गुण

प्रश्ननिहाय गुणविभागणी :-

विभाग 'अ' व 'ब' यावर १४ गुणांचा प्रत्येक एक दीर्घोत्तरी प्रश्न	- २८ गुण
विभाग 'क' यावर प्रत्येकी ०८ गुणांचे दोन लघुत्तरी प्रश्न	- १६ गुण
विभाग 'ड' मधील उपयोजित मराठीवर प्रत्येकी ०८ गुणांचे दोन लघुत्तरी प्रश्न	- १६ गुण
वस्तुनिष्ठ प्रश्न - उपरोक्त अभ्यासक्रमातील विभाग 'अ' व 'ब' यावर प्रत्येकी ०३ प्रश्न आणि विभाग 'क' व 'ड' यावर प्रत्येकी ०२ प्रश्न	- २० गुण
वस्तुनिष्ठ स्वरूपाचे असे एकूण १० बहुपर्यायी प्रश्न विचारले जातील. प्रत्येक प्रश्नास ०२ गुण याप्रमाणे हा प्रश्न २० गुणांचा असेल.	

विभाग 'ड' साठी संदर्भ ग्रंथ म्हणून उपयोजित मराठी - संपादक डॉ.केतकी मोडक, संतोष शेणई, सुजाता शेणई - पद्मगंधा प्रकाशन, पुणे या या पुस्तकातील प्रकरण ३ रे कार्यालयीन पत्रव्यवहार व प्रकरण ४ थे -स्व-परिचयपत्र व नोकरीसाठी अर्ज लेखन या प्रकरणावर प्रत्येकी ०८ गुणांची दोन लघुत्तरी प्रश्न विचारल्या जातील.

कौशल्य विकासावर आधारित अंतर्गत मूल्यमापन :- - २० गुण

- गुण विभागणी
- १) गृहपाठ - १५ गुण
- २) मौखिक परीक्षा - ०५ गुण

सूचना :-(१)गृहपाठ आपल्या परिसरातील लेखकाच्या मुलाखतीचे शब्दांकन करा

- (२) आपल्या परिसरातील ५ विविध कार्यालयांशी पत्रव्यवहार करा.
- (३) स्व-परिचयपत्र तयार करून नोकरीसाठी अर्जलेखन करा.
- (४) मौखिक परीक्षा ही गृहपाठावर आधारित असेल.

विभाग व
बी.ए. भाग-१, सत्र-२
विषय : मराठी (आवश्यक)

नेमलेले पाठ्यपुस्तक : 'शब्दगंध' भाग-१ (सत्र १ व सत्र २) (संपादित)
प्रकाशकाचे नांव : राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर

अभ्यासपत्रिकेची निष्पत्ती (COs) :

१. नेमलेल्या साहित्यातून जीवनदर्शन, समकालीन व्यवहार जाणीवा यांची माहिती होईल.
२. वैचारिक, ललित, कविता या विविध वाङ्मय प्रकाराचे ज्ञान होईल. या वाङ्मयप्रकाराचे वेगळेपण जाणून घेतील तथा यामधील साम्यभेदाचे आकलन होईल.
३. वैचारिक गद्यातून भाषेच्या सर्जनशील रूपाचे विद्यार्थ्यांना आकलन होईल. तसेच चारित्र्यविषय असलेल्या थोर व्यक्तींच्या जीवनकार्यातून विद्यार्थ्यांना प्रेरणा मिळेल आणि संकटावर मात करून जीवनात यशस्वी होता येते हा विचार त्यांच्या मनी रुजेल.
४. ललित कलाकृतीच्या वाचनातून आनंद, बोध, ज्ञान इत्यादींची प्राप्ती होऊन विद्यार्थ्यांच्या जीवनविषयक जाणिवा समृद्ध होतील.
५. वैचारिकता, तात्त्विकता, काव्यात्मकता, भावनात्मकता, सामान्य गोष्टीतील असामान्यत्वाचे दर्शन यातून विद्यार्थ्यांचा दृष्टीकोण संपन्न होईल.
६. विविध प्रकारच्या साहित्याचे आकलन, वर्णन, आस्वादन, विश्लेषण आणि मूल्यमापन करण्याची क्षमता वाढून विद्यार्थ्यांची अभिरुची विकसित होईल.
७. या वाङ्मय प्रकारातून विविध प्रकारचे नीतिमूल्ये, जीवनमूल्ये, यांची शिकवण विद्यार्थ्यांना मिळेल, त्याचा उपयोग उत्तमरितीने जिवन जगण्यासाठी होईल.
८. 'उपयोजित' घटकाच्या माध्यमातून विविध प्रकारची कौशल्ये त्यांच्यात निर्माण होतील व ते रोजगारक्षम होतील.
९. विचारवंत, लेखक, कवी होण्यासाठी हे अध्ययन प्रेरक ठरेल, सहाय्यभूत ठरेल. यातून विद्यार्थी भाषेचा सर्जनशील वापर कसा करावा हे समजून घेतील व विविध प्रकारातील साहित्य निर्मिती करतील. तसेच व्यवहारिक उपयोजन करून रोजगारक्षम होतील.

अ.क्र. Sr.No	घटक Topic	अध्यापन तासिका (Teaching Hours)	श्रेयांक Credit
विभाग - अ	वैचारिक		
१)	हा विद्येचा समय आहे ! - शाहू महाराज	१२	
२)	राष्ट्रसंत व राष्ट्रपिता - राम शंवाळकर		
३)	शिक्षणाबिगर माणूस घोडाच - संतोष भीमराव अरसोड		
विभाग - ब	ललित		
१)	जागल - भाऊ मांडवकर	१२	
२)	हिरवा तपस्वी - शं.ना.नवरे		
३)	कस्तुरी - विजय जाधव		
विभाग - क	कविता		
१)	संतवाणी		
	अ) दादला (भारुड) -संत एकनाथ	११	०३
	ब) सदासर्वकाळ अंतरीकुटिल -संत तुकाराम		
२)	रांगूई - मीराताई ठाकरे		
३)	बाप वावरं पेरते - श्याम ठक		
४)	या शहरी संवेदनशील जुळवून घेताना - अशोक इंगळे		
५)	मैफल - किशोर बळी		
६)	मगतसिंह - वैभव भिवरकर		
विभाग - ड	उपयोजित मराठी	१०	
	कार्यलयीन पत्रव्यवहार		
	स्व-परिचयपत्र व नोकरीसाठी अर्जलेखन		
		४५	०३

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

मराठी कौशल्ये विकास अभ्यासक्रम

Ability Enhancement Course-I

शैक्षणिक वर्ष - २०२२-२३ पासून

बी.ए.भाग-१, सत्र-१

‘मराठी भाषिक कौशल्ये : संभाषण कौशल्ये’

एकूण तासिका १५, श्रेयांक – १

अभ्यासपत्रिकेची निष्पत्ती (COs)

१. संभाषण कौशल्ये विकासास सहाय्य होईल.
२. मराठी भाषा क्षमतेच्या वाढीस मदत होईल.
३. संभाषण क्षेत्राची दारे खुली होतील.
४. विविध व्यवसाय क्षेत्रात संधी उपलब्ध होईल.

अभ्यास घटक

‘व्यक्तित्व विकासासाठी : संभाषण व लेखनकौशल्ये’ - (संपादक : डॉ.पृथ्वीराज तौर, डॉ.शैलेंद्र लेंडे, डॉ.वंदना महाजन), अथर्व पब्लिकेशन्स हे संपादित पुस्तक या अभ्यासक्रमासाठी नेमलेले आहे.

संभाषण कौशल्ये - एकूण तासिका-१५

१. संभाषण कौशल्ये - राजेंद्र दत्तात्रय शोरात
२. सूत्रसंचालन कौशल्ये - प्रतिभा कदम /जतीन कदम
३. मुलाखत कौशल्ये - शैलेश त्रिभुवन / रवींद्र बेम्बरे
४. वक्तृत्व कौशल्ये - पुंडलिक कोलते

(विद्यार्थ्यांनी महाविद्यालयातील कार्यक्रमाचे सूत्रसंचालन करणे, परिसरातील विशेष उल्लेखनीय व्यक्तीची मुलाखत घेणे आणि किमान सात ते दहा मिनिटे सार्वजनिक ठिकाणी भाषण करणे अपेक्षित आहे. यादृष्टीने नियोजन अपेक्षित आहे.)

गुण विभागणी – एकूण गुण २५

घटक चाचणी / कौशल्य मूल्यांकन - १० गुण

गृहपाठ / कौशल्य विकास प्रकल्प कार्य - १० गुण

चर्चासत्र / कौशल्यकार्याचे सादरीकरण - ०५ गुण

(अभ्यासपत्रिकेतील सर्व घटकांवर प्रश्न विचारण्यात येतील)

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

बी.ए. भाग- १ मराठी (आवश्यक)
सत्र १ ले

गुण विभागणी

एकूण गुण - १००
लेखीगुण - ८०
अंतर्गत मूल्यमापन - २०
वेळ - ३ तास

अभ्यासक्रमासाठी नेमलेले पाठ्यपुस्तक - 'शब्दगंध' भाग-१ (सत्र-१ व सत्र-२) (संपादित)

प्रकाशकाचे नाव : राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर
(विभाग 'अ', 'ब' आणि 'क' साठी)

उपयोजित मराठी - संपादक डॉ.केतकी मोडक, संतोष शेणई, सुजाता शेणई - पद्मगंधा प्रकाशन, पुणे या पुस्तकातील

प्रकरण १५ वे - लेखनविषयक नियम - डॉ.मुणाळिनी शहा

प्रकरण १६ वे - मुद्रितशोधन- सुजाता शेणई, डॉ.केतकी मोडक

विभाग - अ	वैचारिक	-	२०गुण
विभाग - ब	ललित	-	२०गुण
विभाग - क	कविता	-	२०गुण
विभाग - ड	उपयोजित मराठी	-	२०गुण

प्रश्ननिहाय गुण विभागणी :-

विभाग 'अ' व 'ब' यावर १४ गुणांचा प्रत्येक एक दीर्घोत्तरी प्रश्न	- २८ गुण
विभाग 'क' यावर प्रत्येकी ०८ गुणांचे दोन लघुत्तरी प्रश्न	- १६ गुण
विभाग 'ड' मधील उपयोजित मराठीवर प्रत्येकी ०८ गुणांचे दोन लघुत्तरी प्रश्न	- १६ गुण
वस्तुनिष्ठ प्रश्न - उपरोक्त अभ्यासक्रमातील विभाग 'अ' व 'ब' यावर प्रत्येकी ०३ प्रश्न आणि विभाग 'क' व 'ड' यावर प्रत्येकी ०२ प्रश्न	- २० गुण
वस्तुनिष्ठ स्वरूपाचे असे एकूण १० बहुपर्यायी प्रश्न विचारले जातील. प्रत्येक प्रश्नास ०२ गुण याप्रमाणे हा प्रश्न २० गुणांचा असेल.	

विभाग 'ड' साठी संदर्भ ग्रंथ म्हणून उपयोजित मराठी - संपादक डॉ.केतकी मोडक, संतोष शेणई, सुजाता शेणई - पद्मगंधा प्रकाशन, पुणे या या पुस्तकातील **प्रकरण १५ वे** लेखनविषयक नियम व **प्रकरण १६ वे** - मुद्रितशोधन या प्रकरणावर प्रत्येकी ०८ गुणांची दोन लघुत्तरी प्रश्न विचारल्या जातील.

कौशल्य विकासावर आधारित अंतर्गत मूल्यमापन :- Skill Enhancement Module (SEM) - २० गुण

● गुण विभागणी	
१) गृहपाठ	- १५गुण
२) मौखिक परीक्षा	- ०५गुण

सूचना :-(१)गृहपाठ आपल्या परिसरातील प्रभावी शिक्षक, डॉक्टर, लोकप्रतिनिधी, आदर्श शेतकरी किंवा सामाजिक कार्यकर्ते यांची मुलाखत शब्दबद्ध करा.
(२) वैचारिक, ललित इत्यादी प्रकारातील उताऱ्याचे मुद्रितशोधन करा.
(३) दिलेल्या उताऱ्याचे प्रमाण मराठी भाषेच्या लेखनविषयक नियमानुसार लेखन करा.
(४) मौखिक परीक्षाही गृहपाठावर आधारित असेल.

विभाग व

बी.ए. भाग-१, सत्र-१
विषय : मराठी (आवश्यक)

नेमलेले पाठ्यपुस्तक : 'शब्दगंध' भाग-१ (सत्र १ व सत्र २) (संपादित)
प्रकाशकाचे नाव : राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर

अभ्यासपत्रिकेची निष्पत्ती (COs) :

१. नेमलेल्या साहित्यातून जीवनदर्शन, समकालीन व्यवहार जाणवा यांची माहिती होईल.
२. वैचारिक, ललित, कविता या विविध वाङ्मय प्रकाराचे ज्ञान होईल. या वाङ्मय प्रकाराचे वेगळेपण जाणून घेतील तथा यामधील साम्यभेदाचे आकलन होईल.
३. वैचारिक गद्यातून भाषेच्या सर्जनशील रूपाचे विद्यार्थ्यांना आकलन होईल. तसेच चारित्र्यविषय असलेल्या शौर व्यक्तींच्या जीवनकार्यातून विद्यार्थ्यांना प्रेरणा मिळेल आणि संकटावर मात करून जीवनात यशस्वी होता येतेहा विचार त्यांच्या मनी रुजेल.
४. ललित कलाकृतीच्या वाचनातून आनंद, बोध, ज्ञान इत्यादींची प्राप्ती होऊन विद्यार्थ्यांच्या जीवनविषयक जाणिवेला समृद्ध होतील.
५. वैचारिकता, तात्त्विकता, काव्यात्मकता, भावनात्मकता, सामान्य गोष्टीतील असामान्यत्वाचे दर्शन यातून विद्यार्थ्यांचा दृष्टीकोण संपन्न होईल.
६. विविध प्रकारच्या साहित्याचे आकलन, वर्णन, आस्वादन, विश्लेषण आणि मूल्यमापन करण्याची क्षमता वाढून विद्यार्थ्यांची अभिरुची विकसित होईल.
७. या वाङ्मयप्रकारातून विविध प्रकारचे नीतिमूल्ये, जीवनमूल्ये, यांची शिकवण विद्यार्थ्यांना मिळेल, त्याचा उपयोग उत्तमरीतीने जीवन जगण्यासाठी होईल.
८. 'उपयोजित' घटकाच्या माध्यमातून विविध प्रकारची कौशल्ये त्यांच्यात निर्माण होतील व ते रोजगारक्षम होतील.
९. विचारवंत, लेखक, कवी होण्यासाठी हे अध्ययन प्रेरक ठरेल, साहाय्यभूत ठरेल. यातून विद्यार्थी भाषेचा सर्जनशील वापर करू शकतील व विविध प्रकारातील साहित्य निर्मिती करतील. तसेच व्यवहारिक उपयोजन करून रोजगारक्षम होतील.

अ.क्र. Sr.No.	घटक Topic	अध्यापन तासिका (Teaching Hours)	श्रेयांक Credit
विभाग - अ	वैचारिक		
१)	माझे तीन गुरू व तीन दैवते - डॉ.बाबासाहेब आंबेडकर	१२	
२)	सत्यशोधक पंडरीनाथ पाटील आणि महात्मा फुले यांचे चरित्र - डॉ.प्रल्हाद जी. लुलेकर		
३)	छत्रपती शिवरायांची प्रशासन व्यवस्था - चंद्रशेखर शिखरे		
विभाग - ब	ललित		
१)	जनानी जयपुरी - वसंत बापट	१२	
२)	गढी - प्रतिमा इंगोले		
३)	वाघापूर पॅटर्न - अशोक मानकर		
विभाग - क	कविता		
१)	संतवाणी	११	
	अ)पैलतोगे..... - संत ज्ञानेश्वर		
	ब) कांदा, मुळा भाजी - संत सावता माळी		
२)	नवा शिपाई - केशवसुत		
३)	या भारतात बंधुभाव नित्य वसू दे - राष्ट्रसंत तुकडोजी महाराज		
४)	विमान - अजीम नवाज राही		
५)	पोशीदा - रवींद्र महल्ले		
६)	अतिक्रमण - विशाल इंगोले		
विभाग - ड	उपयोजित मराठी		
	लेखनविषयक नियम	१०	
	मुद्रित शोधन		
		४५	०३

- १३) मायक्रोफोन टेक्निक कौशल्य - मोठ-मोठ्या कार्यक्रमांसाठीच नव्हे तर वर्गात शिकविण्यासाठी मायक्रोफोन आता गरजेची वस्तू झाली आहे. या संबंधीचे विशेष पाठ्यक्रम तयार करून मायक्रोफोन हाताळण्याचे मूलभूत तथा एडवान्स प्रशिक्षण घेतलेतर विद्यार्थी रोजगारक्षम होईल.
- १४) साऊंड रेकॉर्डर - काही विद्यार्थ्यांचा आवाज चांगला असतो त्यांनी स्वतःच्या आवाजात जाहिराती तयार केल्या किंवा विविध जाहिरात कंपन्यांना सोबत घेऊन जाहिराती तयार केल्या तर रोजगाराचे नवीन दालन उपलब्ध होईल.
- १५) ई-मेल, विविध ॲप, युट्युब, ब्लॉग, फेसबुक, ट्विटर, इंटरनेटवरील विविध साईटसच्या माध्यमातून मराठीतील नव्या संकल्पना, शोध, पारिभाषिक शब्द इत्यादी समाजापर्यंत पोचविता येतील व यानिमित्ताने विद्यार्थ्यांना रोजगाराच्या संधी मिळतील.
- १६) पर्यटनक्षेत्र- ट्रॅव्हल एजन्सी, विमान कंपन्या, टूर ऑपरेशन कंपन्या यामध्ये सहलीसाठी गाईड तथा दुभाषी म्हणून सुद्धा रोजगार उपलब्ध होईल.
- १७) प्रसारमाध्यमातील व्यावसायिक वाचक / निवेदक तथा वक्ता, व्याख्याता, कवी, ललित लेखक, कथा-कथनकार, एकपात्री प्रयोगकर्ता, कीर्तनकार, प्रवचनकार इत्यादी संधी उपलब्ध आहेत.
- १८) संकलक, बोली सर्वेक्षक, बोली अभ्यासक, आस्वादकार, भाषाकार, समीक्षक, परिक्षक, निरीक्षक, सुचिकार, आराखडाकार, प्रस्तावनाकार, कुटप्रश्नकार, रिपोर्टवाचक, मांडणीकार, टंकलेखक, संशोधन-सहाय्यक, संशोधन-लेखक, चौर्यकर्मशोधक, मुद्रित शोधक, टिप्पणीकार इत्यादी क्षेत्रात सहाय्यक म्हणून रोजगाराच्या संधी उपलब्ध आहेत.
- १९) अनुवाद क्षेत्रात मोठी संधी मिळेल.

मानव विद्याशाखेतील बी.ए. मराठी (आवश्यक) हा अभ्यासक्रम पूर्ण केल्यानंतर विद्यार्थ्यांना रोजगाराच्या विविध संधी प्राप्त होतील. त्यातील काही महत्वाच्या संधीची यादी खाली दिली आहे.

१) बी.ए. ही पदवी प्राप्त झाल्यानंतर विद्यार्थ्यांना विविध स्पर्धा परीक्षांची तयारी करता येईल.

२) राज्य व केंद्रीय लोकसेवा आयोगाच्या परीक्षांची तयारी करण्यासाठी सदर अभ्यासक्रम उपयुक्त ठरेल.

३) विविध शासकीय, उद्योग, सेवाविषयक क्षेत्रात रोजगार प्राप्त होईल.

४) व्यावहारिक मराठीच्या माध्यमातून संवाद कौशल्ये अंगी बाणविल्यावर (१) व्यावहारिक - बाजार, दुकान, स्टेशन इ. (२) व्यावसायिक - शिक्षक, प्राध्यापक, वकील, डॉक्टर, विक्रेता, दलाल, दुभाषी, शेअर दलाल, इ. (३) प्रशासकीय (४) रंगभूमी/लोकरंगभूमी यामध्ये व्यवसायाच्या संधी निर्माण होतील.

५) माहिती प्रसारण या क्षेत्रात उपसंपादक, वार्ताहर, सूत्रसंचालक, कथालेखक, छायाचित्रकार, ध्वनिसंकलक, दिग्दर्शक, सहाय्यक दिग्दर्शक, कार्यकारी निर्माता, स्तंभलेखक, व्हाईस ओव्हर आर्टिस्ट, बातमी विश्लेषक, जनसंपर्क अधिकारी अशा रोजगाराच्या संधी उपलब्ध आहेत.

६) दृक्श्राव्य माध्यमात संवाद व कथालेखक, पटकथालेखक, पटकथा सल्लागार आणि मार्गदर्शक, मध्यस्थ, निवेदक, सूत्रसंचालक, संहितालेखक, गीतलेखक, माहितीपट निर्माता, नट, कलाकार, गायक, संगीतकार, हास्यकलाकार अशा विविध संधी उपलब्ध आहेत.

७) फलक लेखन, भितीपत्रक लेखन, नामपट्टीका लेखन, ब्लॉग रायटर, अहवाल लेखक, मानपत्र/प्रमाणपत्र लेखक, आभासी (घोष्ट रायटर) लेखक, शब्दांकन कर्ता, दिनदर्शिका, शुभेच्छापत्रे, लग्न पत्रिका, निमंत्रण पत्रिका, आमंत्रण पत्रिका यांचे लेखन तथा माहितीपत्रक व विविध मार्गदर्शिकापर माहिती पुस्तिकांचे लेखन करून रोजगाराच्या संधी मिळविता येतील.

८) कार्यक्रम व्यवस्थापन- लग्न, स्वागत समारंभ, विविध प्रदर्शने, प्रचारसभा, रोड शो, परिषदा, सार्वजनिक कार्यक्रम, सार्वजनिक मनोरंजनाचे कार्यक्रम, सत्कारसोहळे, पुरस्कारसोहळे, विविध विषयावर आयोजित संमेलने, क्रीडाविषयक कार्यक्रम, गटचर्चा, परिसंवाद, चर्चासत्र, कार्यशाळा, शिबीर, मेळावे, प्रश्नमंजुषा इत्यादी कार्यक्रमांचे व्यवस्थापनात आज फार मोठ्या व्यवसायिक संधी निर्माण झाल्या आहेत. या कार्यक्रमांचे आयोजन, नियोजन, कौशल्य, जाहिरात, निमंत्रण पत्रिका, मुलाखतकार, सूत्रसंचालक, जनसंपर्क अधिकारी, समुपदेशक, बातमीदार, मंचसज्जा व्यवस्थापन इत्यादींमध्ये विद्यार्थ्यांना रोजगाराच्या संधी उपलब्ध आहेत.

९) वरील समारंभामध्ये व्यवस्थापनाकरिता विद्यार्थ्यांची अशी एखादी चमू तयार करता येणे शक्य आहे. सदर समारंभामध्ये कार्यक्रमांचे आयोजन, नियोजन, कार्यक्रमाची जाहिरात, कार्यक्रम पत्रिका तयार करणे, सन्मानचिन्ह, मानपत्र तयार करणे, कार्यक्रमाचे उद्घाटन सत्र तथा समारोपाचे फलक तयार करणे, मंचसज्ज करणे, लाईट, साउंड सिस्टीम हाताळणे, पाहुण्यांची ने-आण, त्यांचे स्वागतासाठी पुष्प, हार, बुके, शाल, भेटवस्तू इत्यादींचे नियोजन तसेच रसिकांची बैठक व्यवस्था नियोजन तथा कार्यक्रमाच्या समापनानंतर नाश्ता, चहा, जेवनाचे नियोजन, बातमी तयार करणे किंवा बातमी प्रिंट मिडीया, इलेक्ट्रिक मिडीया पर्यंत पोचविणे. इत्यादी कार्ये या चमुमार्फत पार पाडले जाऊ शकतात. यानिमित्ताने विद्यार्थ्यांना विविध पातळीवर रोजगाराच्या संधी उपलब्ध होतील.

१०) औपचारिक संवाद शिक्षणाच्या माध्यमाने प्रौढ शिक्षण, पालक शिक्षण, संगणक शिक्षण तथा अनौपचारिक शिक्षणाच्या माध्यमातून कुटुंब, मित्रसंघ, मेळावे, आस्वादस्थाने, स्पर्धास्थाने, जाहिरात कोडी यामध्येही व्यवसायांच्या संधी आहेत.

११) लोकगीत / प्रादेशिककला - पारंपरिक लोकगीतांचे संकलन, जतन, संवर्धन तसेच लोकनाट्य / नाटक / मारूड / तमाशा / पथनाट्य / लावणी / नाट्यसंगीत यामध्ये भाषेच्या विद्यार्थ्यांकरिता अनेक दालने खुली आहेत. या सर्व कलांचे व लोकपरंपरांचे जतन या निमित्ताने होईल व विद्यार्थ्यांना रोजगारही मिळेल.

१२) सॉफ्टवेअर प्रशिक्षण - मोबाईलवर तयार केलेले ऑडिओ/व्हिडीओ त्यांचे संपादन करण्यासाठी कॅनवा, ओबीएस, काईनमास्टर, आई म्युझिक यासारख्या सॉफ्टवेअरचे तंत्रज्ञान समजून घेऊन शॉर्टफिल्म/संगीत/कविता सादरीकरण व्याख्याने/अभिवाचन / सांस्कृतिक कार्यक्रम/भाषण/विविध प्रादेशिककला/ पारंपरिक कला/ खेळ/ गाणी यांचे जतन करणारे व्हिडिओ/ ऑडिओ, व्हिडिओ मिक्सिंग/ टेक्स्ट इन्सॉर्टिंगसारख्या गोष्टीचे प्रशिक्षण देऊन विद्यार्थ्यांना रोजगाराच्या संधी उपलब्ध होतील.

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२२-२०२३

विभाग अ (Part-A)

विद्याशाखा : मानव विज्ञान (Faculty - Humanities)

अभ्यासक्रम : वाङ्मय स्नातक / बी.ए. (Programme - B.A.)

विषय : आवश्यक मराठी DSC-2

प्रस्तावना :- (Preamble)

‘मातृभाषा’ मानवी जीवनाचा पाया आहे. आत्मप्रगटीकरण, आत्मचिंतन, विचारांची देवाण-घेवाण, संस्कृतीची जोपासना, समाजातील आर्थिक, राजकीय व्यवहार, व्यक्तिमत्त्वाचा विकास या सर्व गोष्टींसाठी भाषेची आवश्यकता आहे. मातृभाषेच्या सामर्थ्यावर अभ्यासकाला कोणत्याही विषयाच्या अभ्यासासाठी आवश्यक असलेली आकलनशक्ती व कौशल्य यांचा विकास होण्यास मदत होते. साध्या श्रवण-भाषण कौशल्यापासून ते प्रतिभासंपन्न सृजनशीलतेपर्यंत प्रत्येक क्रियेत मातृभाषेची आवश्यकता आहे. मातृभाषेतूनच कोणत्याही क्षेत्रातील ज्ञान मिळविणे सुलभ जाते.

मराठी भाषा अतिशय समृद्ध अशी भाषा आहे. समाजाचा सर्वांगीण विकास हा भाषेच्या माध्यमातून होतो. त्या माध्यमातून विद्यार्थ्यांच्या सर्वांगीण व्यक्तिमत्त्वाचा विकास होतो. भाषिक संवेदना, भावना, विचारशीलता, भाषेच्या विविध प्रवाहाची अभिवृद्धी समाजाच्या विकासाकरिता महत्त्वाचा असतो. मराठी अनिवार्य अभ्यासक्रमातून वैचारिकता समृद्ध होण्यासाठी मदत होते. तसेच ललित साहित्यातून जीवनानुभवाची नवीन दृष्टी प्राप्त होते. काव्य प्रकारातून सामाजिक अस्मिता अभिव्यक्त होते. मराठी भाषा विद्यार्थ्यांना नव्या जाणिवा, नव्या प्रेरणा देणारा विषय आहे.

बी.ए. मराठी (आवश्यक) अभ्यासक्रमाची विशिष्ट निष्पत्ती PSO's :

- १) संत गाडगेबाबा अमरावती विद्यापीठाच्या मानव विज्ञान विद्याशाखेतील बी.ए. मराठी (आवश्यक) अभ्यासक्रमाच्या अध्ययनामुळे विद्यार्थ्यांची ‘साहित्य’ ही संकल्पना स्पष्ट होऊन मराठी भाषाविषयक अभिरूची विकसित होईल.
- २) मराठी साहित्य परंपरा, लेखक, कवी, विचारवंत यांचा परिचय होईल, त्यांचा लेखनातून आलेल्या सामाजिक एकात्मता, सर्वधर्म समभाव, राष्ट्रीय एकात्मता आणि भारतीय राज्यघटनेचे अधिष्ठान असलेल्या मानवी मूल्यांची विद्यार्थ्यांमध्ये रुजवणूक होईल.
- ३) विद्यार्थ्यांमध्ये मराठी, भाषा, साहित्य, कला याविषयी आवड निर्माण होईल. त्याची चिकित्सा, तुलना, समीक्षा करण्याची दृष्टी विकसीत झाल्यामुळे विविध साहित्य प्रकारातील लेखनाचे योग्य अध्ययन, संशोधन आणि सर्जनशील निर्मिती करतील.
- ४) भाषा आणि साहित्याचा सामाजिक तसेच कलात्मक पातळीवर अभ्यास केल्याने विवेकपूर्ण तर्कसंगतता आणि कारुण्यपूर्ण संवेदनशीलता निर्माण होऊन साहित्याचे, भाषेचे व्यावहारिक उपयोजन करता येईल.
- ५) कला शाखेच्या विद्यार्थ्यांमध्ये मराठी भाषेच्या तात्त्विक अभ्यासासह प्रतिष्ठापूर्ण रोजगार मिळविण्यासाठी भाषिक कौशल्ये प्राप्त होतील.
- ६) मराठी भाषेच्या माध्यमातून विविध क्षेत्रात लागणारे व्यावहारिक कौशल्याचे उपयोजन विद्यार्थी करतील.
- ७) रोजगारा निर्मितीसाठी लागणाऱ्या विविध कौशल्य निर्मितीचा दृष्टिकोन विद्यार्थ्यांमध्ये निर्माण होईल.

अभ्यासक्रमाची रोजगारविषयक क्षमता (Employability Potential of the Programme)

नवा शोध, नवी स्पर्दने दुसऱ्यांपर्यंत / समाजापर्यंत पोचवायची असतील तर समर्थ भाषेशिवाय पर्याय नाही. मग ती परंपरागत, संगणकीय, गणिती, एसएमएस तंत्राधारित, इमोजी/चिन्हांची भाषा का असेना, भाषेच्या विद्यार्थ्यांना या अनुषंगाने जवळजवळ सर्वच सेवाक्षेत्रात, व्यवसायाच्या क्षेत्रात अंगिकृत भाषाकौशल्य व त्याच्या जोडीला त्याने आत्मसात केलेल्या इतर कौशल्यामुळे संधीची गंगा त्याच्या आजुबाजूला वाहते आहे व या संधीचे त्याने सोने केले तर त्याला निश्चितच रोजगार प्राप्त होईल.

UNIT III: Harmony in the Family and Society and Harmony in the Nature

1. Family as a basic unit of Human Interaction and Values in Relationships.
2. The Basics for Respect and today's Crisis: Affection, Guidance, Reverence, Glory,
3. Gratitude and Love.
4. Comprehensive Human Goal: The Five Dimensions of Human Endeavour.
5. Harmony in Nature: The Four Orders in Nature.
6. The Holistic Perception of Harmony in Existence.

UNIT IV: Social Ethics

1. The Basics for Ethical Human Conduct.
2. Defects in Ethical Human Conduct.
3. Holistic Alternative and Universal Order.
4. Universal Human Order and Ethical Conduct.
5. Human Rights violation and Social Disparities.

UNIT V: Professional Ethics

1. Value based Life and Profession.
2. Professional Ethics and Right Understanding.
3. Competence in Professional Ethics.
4. Issues in Professional Ethics – The Current Scenario.
5. Vision for Holistic Technologies, Production System and Management Models.

TEXT BOOKS

1. A.N Tripathy, New Age International Publishers, 2003.
2. Bajpai. B. L ,New Royal Book Co, Lucknow, Reprinted, 2004
3. Bertrand Russell Human Society in Ethics & Politics

REFERENCE BOOKS

1. Gaur. R.R. , Sangal. R, Bagaria. G.P, A Foundation Course in Value Education, Excel Books, 2009.
2. Gaur. R.R. , Sangal. R , Bagaria. G.P, Teachers Manual Excel Books, 2009.
3. I.C. Sharma . Ethical Philosophy of India Nagin & co Julundhar
4. Mortimer. J. Adler, – Whatman has made of man
5. William Lilly Introduction to Ethic Allied Publisher

**Elective Subject
Universal Human Values**

COURSE OBJECTIVE:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life.

COURSE OUTCOMES:

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

1. Understand the significance of value inputs in a classroom and start applying them in their life and profession
2. Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
3. Understand the role of a human being in ensuring harmony in society and nature.
4. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

COURSE CONTENT:**UNIT I: Introduction to Value Education**

1. Value Education- Definition, Concept and Need..
2. The Content and Process of Value Education.
3. Basic Guidelines for Value Education.
4. Self exploration as a means of Value Education.
5. Happiness and Prosperity as parts of Value Education.

UNIT II: Harmony in the Human Being

1. Human Being is more than just the Body.
2. Harmony of the Self ('I') with the Body.
3. Understanding Myself as Co-existence of the Self and the Body.
4. Understanding Needs of the Self and the needs of the Body.
5. Understanding the activities in the Self and the activities in the Body.

COLLABORATIVE AGENCIES

1. Ayush Mantralaya
2. NGO working in the field of personality development
3. NSDC
4. Local management associations & Private Companies.

Annexure A

Grade	Description	Range of Marks obtained out of 100 or equivalent fraction	Grade point
O	Outstanding	90-100	10
A+	Excellent	80-89	9
A	Very Good	70-79	8
B+	Good	60-69	7
B	Above average	55-59	6
C	Average	50-54	5
P	Pass	40-49	4
F	Fail	Below 40	0
Ab	Absent	Ab	0

TEACHING FACULTY

- Faculty of affiliated colleges of Sant Gadge Baba Amravati University having good communication and soft skill knowledge/ Qualified faculty certified by other soft skills or personality development training agencies
- The preference should be given to the faculty trained & certified under HRDC, Sant Gadge Baba Amravati University.

COURSE OUTCOMES

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

1. Communicate effectively with confidence to the surroundings.
2. Enhance team work & leadership.
3. Develop problem solving approach.
4. Develop decision making ability.

SALIENT FEATURES:

- An integrated generic open elective course with modules catering to both beginners as well as advance learners.
- A comprehensive course, that covers all the major aspects of soft skills and personality development.
- Teaching methodology is learner-oriented, communicative and task-based.
- Aims at enriching the individual's personality and ensuring personal, social and professional productivity and satisfaction.
- The Generic open elective is not only a valuable addition to the career profile but also qualifies one to impart vital soft skill straining in different spheres.

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UNIT- 4

1. **Decision-Making:** Meaning, Types and Models, Group and Ethical Decision-Making.
2. **Problem-Solving Skills:** Problems and Dilemmas in application of these skills.
3. **Stress Management:** Types, Symptoms and Causes of Stress Management.

UNIT- 5**Psychological techniques to measure personality status.**

1. Developing EQ, IQ, SQ & MQ
2. Tests related to personality.
3. Improvement techniques.

ELIGIBILITY

- Admitted to any undergraduate programme in the college affiliated to Sant Gadge Baba Amravati University.

MEDIUM OF INSTRUCTIONS

English, Marathi & Hindi

EXAMINATION PATTERN

A. Submission of Assignment
B. Seminar/Mini Project/Field Visit
C. Practical Exam
D. Grading System (As per annexure A)

FEES STRUCTURE

As per University Norms

3. Positivity and Motivation:

Developing Positive Thinking and Attitude; Meaning and Theories of Motivation; Enhancing Motivation Levels.

UNIT-2**1. Interpersonal Communication & Public Speaking:**

Interpersonal relations; Interpersonal communication methods.

Skills, Methods, Strategies and Essential tips for effective public speaking.

2. Group Discussion:

Selection of Topics, Dos & Don'ts of Group Discussion .

3. Verbal & Non-Verbal Communication, Team work and Leadership Skills:

Types, Advantages, Disadvantages & Significance.

Concept of Teams; Building effective teams; Concept of Leadership and honing Leadership skills.

UNIT-3**1. Interview Skills:**

Interview script, Dos & Don'ts of interview skills. Pre and Post preparation.

2. Presentation Skills & Etiquette and Manners:

Stages, Process & Techniques. Social and Business etiquette.

3. Personality Development & Time Management –

Meaning, Nature, Features, Stages, Models; Learning Skills; Adaptability Skills. Concept, Matrix, Effective tools of time management.



Generic Open Elective Course
Personality Development and Soft Skills
Components etc.
Duration 6 Month (30 Hours)

INTRODUCTION

The crucial role of softs skills and Personality development in personal and professional life is universally proven. Therefore, with the objectives of equipping students with vital communication and soft skills so as to succeed in the highly competitive international arena, Sant Gadge Baba Amravati University proposes to offer, a specially designed Generic open elective course in personality development and Soft Skills.

Students would find this course immensely useful for enhancing employability skills, both in India and abroad.

COURSE OBJECTIVES

- Personality Development of the student.
- To enhance employability skills.
- To inculcate skills required for the entrepreneurship.
- To become responsible citizen through holistic way of personality development.

COURSE CONTENTS**UNIT- I****1. Soft Skills:**

An Introduction – Definition and Significance of Soft Skills; Process and Assessment of Soft Skill Development.

2. Self-Discovery:

Discovering the Self, Setting Goals, Beliefs, Values, Attitude.

SANT GADGE BABA AMAVATI UNIVERSITY

संत गाडगे बाबा अमरावती विद्यापीठ



**Syllabus
of**

Personality Development and Soft Skills

Components etc.

(Generic Open Elective)

Department of Lifelong Learning & Extension

(w.e.f. 2022-23)

Centre for generic open elective

All affiliated colleges under

SANT GADGE BABA AMRAVATI UNIVERSITY

Page 1 of 6

7. Deverajan, G. 50 Years of Indian Librarianship. New Delhi: Ess-Ess Publication, 1999.
8. Foskett, D. J. Information Services in Libraries, New Delhi: Anmol Publication, 1994.
9. Gates, Jean. Guide to the use of libraries and information sources. 6th Ed. New York: Mc-Graw-Hill books, 1988.
10. Iyer, V. K. Public Library System in India. Delhi: Rajat Publications, 1999.
11. Katz, W. A. Introduction to Reference work. Vol- I and Vol- II, 6th Ed. New York: McGraw- Hill Book Company, 1992.
12. Katz, William A. Introduction to Reference Work: Reference service and reference process. 5th Ed. 1987. New York: McGraw-Hill books, 1987.
13. Kaula, P. N. Changing dimensions of Library and Information Services in India (A cluster of Essays). Agra: Y. R. Publishers, 2004.
14. Kawatra, P. S. Comparative and International Librarianship. New Delhi: Sterling Publishers Pvt. Ltd., 1987.
15. Kumar, Krishnan. Reference service. 5th Ed. New Delhi: Vikas Publishing House, 1996.
16. Kumar, P. S. G. Fundamentals of Library and Information Science. New Delhi: B. R. Publishing House, 2003.
17. Kumar, P. S. G. Indian Library Chronology. 2nd ed. Mumbai: Allied Publishers Limited, 2000.
18. Negi, M. S. Theory and Practice in Library and Information Science. New Delhi: Shree Publication, 2007.
19. Ranaganathan, S. R. Five Laws of Library Science. Reprint ed. Bangalore: Sarada Ranganathan Endowment for Library Science, 1996.
20. Ranganathan, S. R. Documentation, Genesis and Development. New Delhi: Vikas Publishing House, 1973.
21. Ranganathan, S. R. Reference Service. 2nd ed. Bangalore: Sarada Ranganathan Endowment for Library Sciences, 1961 (reprint 1992).
22. Saini, O. P. Granthalaya Avam Samaj. Agra: Y. K. Publishers, 1999.
23. Sehgal, R. Guide to Library and Information Science. New Delhi: Ess- Ess Publication, 1999.
24. Sengupta, B. And others. Documentation and Information Retrieval. Calcutta: World Press, 1997.
25. Tripathi, S. M. Granthalaya Samaj Avam Granthalaya Vidnyan Ke Panch Sutra. Tatha Proudth Shikshan mein Granthalaya ki bhumika. Agra: Y. K. Publishers, 1999.
26. Vashishth, C. P. and Satijia, (Ed.) Library and Information Profession in India: Reflections and Redemptions. Vol-I and Vol- II. New Delhi: B. R. Publishing, 2004.
27. Walford, A. J. (Ed). Concise Guide to Reference Materials, London; Library Association, 1981.

TEACHING FACULTY

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- The preference should be given to the faculty trained & certified under HRDC, Sant Gadge Baba Amravati University.

COURSE OUTCOMES:

- 1) To cultivate and develop valuable life skills to deal effectively with life's problems.
- 2) Respecting the interconnectedness of human life with understanding.
- 3) To foster social and cultural values while fostering interpersonal relationships.

SALIENT FEATURES:

- Development of mental and intellectual abilities.
- Development of basic skills for holistic development of personality.
- Development of thinking skills, ability to regulate emotions apart from book education.
- Strive to acquire various life skills for healthy morale.
- Strive to increase creativity, originality, logical thinking ability.
- Developing social, family and professional skills.

COLLABORATIVE AGENCIES

1. Ayush Mantralaya
2. NGO working in the field of personality development
3. NSDC
4. Local management associations & Private Companies.

Annexure A

Grade	Description	Range of Marks obtained out of 100 or equivalent fraction	Grade point
O	Outstanding	90-100	10
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B+	Good	60-69	7
B	Above average	55-59	6
C	Average	50-54	5
P	Pass	40-49	4
F	Fail	Below 40	0
Ab	Absent	Ab	0

COURSE CONTENTS**Unit-1 A) Self Awareness**

- Self Awareness : Definition, perspective
- Factors affecting the self
- Necessary factors for the Development of Self
- Concepts and Esteem of self

B) Empathy

- Empathy: Definition and perspective
- Types of Empathy
- Difference between Empathy and Sympathy
- Empathy Facts and Views

Unit -2 A) Problem Solving

- Problem: Definition and Nature
- Causes of Problem
- Gravity of Problem
- Problem solving Methods & skills

B) Decision making ability

- Decision making ability: Definition and perspective
- Components related to Decision & their impact
- Factors affecting Decision making ability
- Skills required to improve Decision making ability

Unit-3 A) Effective Communication

- Communication: Definition & Nature
- Effective Communication Skill
- Body and Sign language
- Effective communication and personality impact

B) Interpersonal Relationship

- Interpersonal Relationship: Definition and perspective
- Interpersonal relations: Honor and honesty
- Impact of interpersonal relations on co-operation
- Significance of Interpersonal relationship in family and Society

Generic Open Elective
Jeevan Koushalya Shikshan
Duration 6 Month (30 Hours)

**INTRODUCTION**

Due to the speed of science and technology and the process of globalization in the twenty-first century, there has been a great change in our lifestyle. Its effects are seen at individual family and societal levels. It is necessary to acquire some essential life skills to deal with these changes. Life useful skills are called life skills. Through them, the development of the best mental and intellectual qualities behind the individual means the overall development of the personality. In 1997, the World Health Organization gave ten basic skills for social development. Which can be useful for overall development.

Teaching life skills is the need of the hour to strengthen the mental health of the youth of the country. It is in accordance with this that the said course has been planned, many youths are qualified but fail to achieve their goals. How to cope with any situation and how to boost morale is not achieved through on-the-job training. Apart from book learning, thinking skills, ability to regulate emotions, working with a group, empathy towards others are essential. The prevalence of depression among young people is a matter of concern. The Constitution talks about tolerance. For this, if the other person does not agree with what he says, he gets respect. Mahatma Gandhi emphasized on skill education in Nayi Talim. To be successful in life you need not on...

The three major life skills are personal and social and professional skills in everyday life. Dealing with personal affairs in daily life requires skill. Family and household chores are essential skills for students. Personal and social skills help students navigate such relationships outside of college. Self-motivation, moral values, art of living are very helpful in inculcating life skills training in the students.

OBJECTIVE:

1. To Orient student as an aware dutiful and responsible citizen.
2. To become co-ordinate in rendering family supportive services.
3. To inculcate social commitment, co-existence and moral values.
4. To inculcate values of social co-ordination and interpersonal relationship.
5. To make a ready man for the adjustment in ever-changing present day scenario.

SANT GADGE BABA AMRAVATI UNIVERSITY

संत गाडगे बाबा अमरावती विद्यापीठ



Syllabus

Of

Jeevan Koushalya Shikshan

(Generic Open Elective Course)

Department of Lifelong Learning & Extension

(w.e.f. 2022-23)

Center for generic open elective

All Affiliated colleges under

SANT GADGE BABA AMRAVATI UNIVERSITY

- b. Conditions for registration of geographical indications, effect of
- c. registration
- d. Prohibition of registration of geographical indication as Trademark
- e. Infringement of geographical indication.
- f. Remedies for infringement

Books suggested for reading-

1. Intellectual Property (1999) edition) by W.R. Cornish (Sweet &Maxwell)
2. Intellectual Property Rights under the TRIPs Text – Dr. Nilima Chandiramani
3. Intellectual Property Rights – P. Narayan
4. Patent Law by P. Narayanan
5. Taxmann's Trade Marks Act & Geographical Indications of Goods & Copyright Act.
6. Copinger and Skone James on Copyright, 14th Edition by Kevin Garnett;
7. Jonathan Rayner James and Gillian Davis – 1999 edition(Sweet &Maxwell)
8. The Modern Law of Copyright and Designs; 2nd edition 1995 by Hugh Laddie, Peter Prescott and Mary Vitoria (Butterworths)
9. Nimmer on Copyright in 10 volumes (edition 2000) Mathew Bender)
10. Copyright and Industrial Designs - P. Narayanan
11. Kerly's Law of Trade Marks and Trade Names Thomas A&g; Balano White and Robin Jacob (Sweet & Maxwell).
12. The Modern Law of Trade Marks by Christopher Morcom, Ashley Roughton and James Graham, 1st edition, 1999 edition (Butterworths)
13. K.S. Shavaksha on Trade and Merchandise Marks Act 1958 3rd Edition(1999 edition) Butterworths, India.
14. Mc. Carthy on Trade Marks and Unfair Competition (1999 edition)
15. Intellectual Property (1999 edition) by W.R. Cornish (Sweet & Maxwell)
16. Narayanan on Trade Marks and Passing Off – Fourth Edition.
17. Wadhera – Intellectual Property Rights
18. Intellectual Property Rights-P.Narayan
19. The Designs Act.Russell – Clarke on Industrial Designs (6th Edition) 1998 by Martin Howe (Sweet &Maxwell)
20. Design – The Modern Law and Practice; by Lan Morris and Barry Quest(1987 edition) (Butterworths)
21. Patent for Inventions and the Protection of Industrial Designs by Thomas A. Balanco White, 1974 Edition (Stevens & Sons)

- g. Powers of central government to acquire and use patents for public purpose
- h. Infringement of patents
- i. Ever greening of patents

Unit-3:Copyrights laws (the Indian Copyright Act,1957)

- a. meaning and nature of copyright
- b. subject matter of copyright
- c. authorship and ownership of copyright
- d. rights conferred by copyright
- e. registration of copyright
- f. assignment, licensing of Copyright
- g. infringement of copyright and remedies
- h. emerging new trends in copyright
- i. International conventions and agreements relating to copyright-WTO/TRIPS agreement, the BERNE convention, Universal Copyright Convention ,WIPO Copyright Treaty,1996-copyright protection on internet.

Unit-4:Law of Trade Marks (Trade Marks Act,1999)

- a. Meaning and nature of trademarks
- b. Property in trademarks-how acquired?
- c. Conditions and procedure for registration of trademark and effect of registration
- d. Registerable and non-registerable trademark
- e. Similar, nearly resembling and deceptively similar trademarks
- f. Assignment and licensing of trademarks
- g. Infringement and passing off
- h. Action for infringement
- i. Passing off action
- j. Emerging new trends in trademarks
- k. International conventions and agreements relating to trademark-Paris Convention, Madrid Agreement, Nice Agreement and TRIPS Agreement

Unit-5:Law of industrial designs (The Designs Act, 2000)

- a. Meaning and Nature of industrial designs
- b. Subject matter of industrial designs
- c. Registration of designs
- d. Rights conferred by designs
- e. Infringement of copyright in design
- f. Remedies for infringement

Unit-6:Law relating to geographical indication (Geographical Indications of Goods Act,1999)

- a. Meaning and nature of geographical indications

Intellectual property Rights

Course objectives:

- (a) To Explore the various theories, approaches, view and functional mechanism of IPR across the world and legal response to the same;
- (b) To analyse the jurisprudential analysis of IPR regime and its enforcement
- (c) To examine the protection mechanism of Intellectual Property Rights;
- (d) To analyse the National and International perspectives of legal regime of IPR protection; and
- (e) To focus upon the Monopolistic approaches to Patents under Indian Legal system.
- (f) To focus upon the Trademarks, Copyright and GI, Design, TK, and other IPR under various legislations

Course Outcomes:

At the end it is expected that the student will be able to :

- (a) To understand the philosophical justification for IPR and protective mechanism;
- (b) National and international approaches on IPR and its enforcement and regulatory mechanism; and
- (c) To explore the protection of monopolistic rights under Patents system within and outside the
- (d) domestic environment
- (e) (d)To explore the protection of Trademarks, Copyrights, Design, PBR, Design, TK and other related
- (f) aspects within and outside the domestic environment.

Unit-1: Introduction to intellectual property rights(IPRs):

- a. Meaning,nature and basic concepts of intellectual property
- b. Main forms of intellectual property
- c. Commercial exploitation of intellectual property
- d. Anti-competitive practices/abuse of Intellectual property rights
- e. International protection of IPR

Unit-2: Law of patents (The Patents Act,1970)

- a. Meaning and nature of patent
- b. Subject matter of patents
- c. Procedure for obtaining patents
- d. Process and product patent
- e. Transfer of patent rights
- f. Assignment and licensing of patents

11. लिंगभावसंवेदनशीलताओळख - <https://youtu.be/k1JKciBZgZY>
12. पितृसत्तासम जूनघेताना - <https://youtu.be/jVxEoAfrXzk>
13. पितृसत्ताक्याहै ? - <https://youtu.be/tZzPCSnHq9I>
14. क्योंऔरतोंकेलिएमांबननाइतनाजरूरीबनादियागयाहै? -
<https://youtu.be/skDpwXJOD2c>
15. इंटरसेक्शनलनारीवादक्याहै? - <https://youtu.be/WFfxeUu338g>
16. घरेलूहिंसाहमारेसमाजकेलिए'नॉर्मल' क्योंहै? - <https://youtu.be/0T7b7BsZXwM>
17. औरतोंकीथालीकोपितृसत्ताकैसेकंट्रोलकरतीहै ? - <https://youtu.be/MvaamjaTLC8>
18. ऑनलाइनलैंगिकहिंसाकेप्रकार - <https://youtu.be/q-8If7-uC-U>
19. मैरिटलरेपभारतमेंएकअपराधक्योंनहींहै? - <https://youtu.be/5w9D9rz0Ls4>
20. रोजमर्राकीजिंदगीमेंकैसेलागूहोफेमिनिज्म? - <https://youtu.be/5Jj0vqbDG2Y>
21. क्याहैBenevolent Sexism? - https://youtu.be/r_H2XdN_070
22. भारतमेंकार्यस्थलोंपरहोनेवालेयौनउत्पीड़नसेजुड़ेकानून -
<https://youtu.be/lWVdSnbRQho>

Unit IV	Towards Equality : Constitutional Provisions and Acts - Gender Equality: Constitutional Provisions - Protection of Women from Domestic Violence Act, 2005 - Protection of Children from Sexual Offences Act, 2012 - Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (9 Hours)
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Reference Book

1. Jane Pilcher & Imelda Whelehan : *50 Key Concepts in Gender Studies*, SAGE Publications, New Delhi
2. Bhasin, kamla : *What is Patriarchy?*, Kali for Women, New Delhi
3. V. Geetha : *Gender*, STREE-SAMYA, Kolkata
4. V. Geetha : *Patriarchy*, STREE-SAMYA, Kolkata
5. Convention on the Elimination of All Forms of Discrimination against Women Adopted and opened for signature, ratification and accession by General Assembly resolution 34/180 of 18 December 1979 entry into force 3 September 1981, in accordance with article 27(1)
6. Declaration on the Elimination of Violence against Women Proclaimed by General Assembly resolution 48/104 of 20 December 1993
7. भसीन, कमला , तांबे,श्रुती (अनु.) : *लिंगभावसमजूनघेताना...*, लोकवाङ्मयगृह,मुंबई
8. भसीन, कमला , जाधव,निर्मला (अनु.) : *पुरुषत्वउलकताना...*, ताराबाईशिंदेस्त्रीअभ्यासकेंद्र,डॉ. बाबसाहेबआंबेडकरमराठावाडाविद्यापीठ,औरंगाबाद
9. चव्हाण,दिलीप : *समकालीनभारत* : जातिअंताचीदिशा,क्रांतिसिंहनानापाटीलअकादमी,अमरावती
10. कड,रेणुकावबेन्नूर , युसुफ : *स्त्रियांचेसंवैधानिकहक्कवजागतिककरण,कौशल्यप्रकाशन,औरंगाबाद*

Links

1. Understanding Gender - <https://youtu.be/MxhB16trdfg>
2. Basic concept of sex and gender, gender attributes & questions of identity (WS) - <https://youtu.be/k7GZ02hbIWQ>
3. Gender and Intersectionality theory - <https://youtu.be/JqdMLj6sYwo>
4. Patriarchy - <https://youtu.be/-ff9qsqaRg8>
5. Gender Sensitisationmeaning - <https://youtu.be/BrfCAPfpvk>
6. Gender Sensitisation: Issues and Challenges - <https://youtu.be/rECSt6yu4I>
7. Pitsatta ki Gehraiyan - <https://youtu.be/ROC0ii4yBw8>
8. Mumkinhai/ It's Possible by Kamla Bhasin - <https://youtu.be/6tfPgVldJm4>
9. Understanding Gender with Kamla Bhasin - <https://youtu.be/y6WYBu7vuYY>
10. लिंगआणि लिंगभावसमजूनघेताना - <https://youtu.be/SPKniaI8zAE>



GENERAL OPEN ELECTIVE COURSE
PAPER NAME: GENDER SENSITIZATION

Total Marks: 50

Credits: 02

COs

1. To introduce gender sensitization and related issues.
2. To raise and develop social consciousness among the students.
3. To sensitize the students regarding the issues of gender and the gender inequalities prevalent in society.
4. To initiate the gender perspective in all domains of understanding Gender Studies with the issues of their daily life.
5. To encourage capacity building among the students to enable them to engage in policy decisions to remove gender biases in all fields of life in the process of gender equality for nation building.

Unit	Content
Unit I	Understanding Gender and Related Concepts ▪ Gender : Sex vs. Gender, Social construction of Gender, Gender Roles, Gender Stereotypes, Gender division of Labour ▪ Patriarchy ▪ House Work ▪ Gender Based Violence ▪ Sexualities ▪ Inter Sectionally ▪ Gender, Caste & Class (8 Hours)
Unit II	Gender Sensitization ▪ Gender Sensitization : Meaning, Nature & importance ▪ Challenges before Gender Sensitization ▪ practices for Gender Sensitization (7 Hours)
Unit -III	Towards Equality : Convention & Declaration ▪ Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) ▪ Declaration on the Elimination of Violence Against Women (DEVAW) (6 Hours)

15. Course outcome:

Unit I – Introduction to Natural and manmade Disasters	Students will be able to identify and understand the types of Disasters.
Unit II – Disaster Medicine and First aid	Students will understand hazards of disaster and will be familiar and medication, first aid and life saving techniques.
Unit III – Disaster Preparedness	Students will understand rescue and relief operations, mitigation and risk reduction steps before and after disasters.
Unit IV – Roles and Responsibilities	Methods of Community involvement, National and regional framework and communication technologies for disaster risk reduction will be studied.
Unit V – Relief and Rehabilitation	Students will understand rehabilitation and reconstruction relief work
Practical	Capacity building to work at ground level

16. Collaborative agency:

1. NDRF/SDRF or any Nodal agency of Government
2. District Natural Disaster Management cell, District collector office of respective Districts.
3. Tahsil office disaster Unit
3. NGO's working in the field of Disaster Management
4. Retired person from armed forces with knowledge of Managing Disasters.

B. (Practical's) (10 Hrs.)

- a) First aid and Bandaging
- b) Casualty carrying
- c) Fire Safety
- d) Ropes and Knots

10. Benefits of Proposed course: The programme is based on skill development in the disaster management.

11. Fees (If any): As per University Norms

12. Examination & Evaluation Pattern:- Credit Points : 02

Examination Pattern

a. Submission of Assignment	10 questions will be given from syllabus considering each Unit, 2 from each Unit, student have to solve/ 5 attempting each question
b. Paper/Project Report	1. Student have to appear for Test/Exam either objective or descriptive type. Question paper will consist of 40 marks (either Objective or Descriptive) 2. Project for 40 marks can be prepared on Case study
c. Practical Exam	1. Practical exam will be conducted on the basis of syllabus
d. Grading System	On the basis of performance in theory and practical grades will be given 1. Marks above 125 : A grade 2. Marks above 100 below 125: B grade 3. Marks between 75 to 99 : C grade 4. Below 75 : D grade

Note: Subject to the change in guidelines of the University.

14. Teaching Faculties:

- 1. Faculties from University / Colleges having training in Disaster management.
- 2. NDRF/SDRF or trained personals from armed forces
- 3. Training of trainer experts from District Disaster Unit / Tahsil disaster Unit
- 4. NGO members working in the field of Disaster Management
- 5. Any trained person with Certificate/Diploma/Advanced diploma in disaster management.



4. **Nature of Course:** Generic Open Elective Course in Disaster Management

5. **Duration:** Six Months : 30 hrs

6. **Medium:** English/Marathi/Hindi

7. **Eligibility/:** 12th passed and should be admitted to
Semester- I of any discipline/stream of SGBAU, Amravati.

8. **Course Content: (Syllabus)**

A. (Theory) (20 Hrs.)

Unit I – Introduction to Natural and Manmade Disasters

- A. a) Flood
- b) Earthquake
- c) Landslide
- d) Lightning
- B. a) Fire
- b) On Road Accidents
- c) Riots and Terrorism
- d) Terrorism

Unit II – Disaster Medicine and First aid

- a) Introduction to First Aid
- b) EMS (Emergency Medical Services)
- c) Snake bite and its first aid
- d) CPR (Cardio Pulmonary Resuscitation)

Unit III – Disaster Preparedness

- a) Disaster Preparedness : Pre-Disaster, During Disaster and Post Disaster
- b) Risk Assessment
- c) Vulnerability

Unit IV – Roles and Responsibilities

- a) Disaster management act-2005
- b) Role of Government and Non Government Agencies
- c) Role of Media and Communication system

Unit V – Relief and Rehabilitation

- a) Shelter home
- b) Sanitation and Hygens
- c) Role of Educational Institutions



**Generic Open Elective Course
Disaster Management
Duration – Six Month (30 Hours)**

1. **Title of the Course:** Generic Open Elective Course in Disaster Management
2. **Introduction**

Any occurrence that causes ecological damage and disruption loss of human life, deterioration of health and health services is disaster as per WHO. Disaster occurs when Hazards meet vulnerability. Basically disasters are classified into two types, Natural and manmade disasters. Urbanization and industrial development has given rise to different types of disasters. India is having diverse environment and traditionally vulnerable to different disasters due to its unique geoclimatic conditions. Floods, draughts, earthquakes, cyclones, landslides, avalanches have been recurrent phenomenon. Maharashtra is also multihazard prone state in the country. In view of importance of natural and manmade disasters in the state, it is very important to learn different aspects of disasters.

Maharashtra State has a profile of varied hazards and leading in India to start a Disaster Management Unit (DMU) after the Latur earthquake. Since 1993, Disaster Management (DM) in Maharashtra is fast evolving unit, as a reactive response oriented to proactive strategy based system. The state has witnessed the devastating disasters like Earthquake, Flood and Cyclone with heat and cold waves.

Even though disasters cannot be predicted, we can certainly limit the damages caused by them. There are two main aspects, institutional preparedness and community preparedness useful in creating awareness through disaster management, education and training which enabling the community to cope with disasters in a better manner.

3. **Objectives:**
 1. To identify basic ideas of Disaster management
 2. To compare disaster related hazards
 3. To understand the mitigation and risk reduction steps.
 4. To create awareness about disasters among society

SANT GADGE BABA AMRAVATI UNIVERSITY

संत गाडगे बाबा अमरावती विद्यापीठ



Syllabus

Of

Disaster Management

(Generic Open Elective Course)

Department of Lifelong Learning & Extension

(w.e.f. 2022-23)

Center for generic open elective

All Affiliated colleges under

SANT GADGE BABA AMRAVATI UNIVERSITY

5. Child victims of domestic violence - need for legislative intervention

Unit IV: Theories of child Rights

1. Paternalism of Hobbes, Locke and Mill,
2. Worsfold's theory on child rights,
3. Rawl's Theory of Justice,
4. The Interest theory of Rights,

Unit V: Rights of Children: National perspective

1. Rights of children under Constitution of India
2. National Policy on Child Labour.
3. Comprehending child's right to life, survival and development.
4. meaning and significance of human rights
5. Basic concepts of human rights- dignity, liberty, equality, justice, ethics and morals,
6. Children and Human Rights.

Unit VI –Rights of Children: International Perspective

1. Universal Declaration of Human Rights 1948- International Covenant on Civil and Political Rights.
2. United Nations Convention on the Rights of the Child 1989.
3. Vienna Declaration and Programme of Action 25th June 1993.

Books for reference:

1. Upadhyaya Shivendra, Encyclopaedia of Juvenile Rights, Child Rights and Women Rights, volume 2, Anmol publications, New Delhi, 2009
2. Shrivastave Rekha, International Encyclopaedia of Women Rights and Children Rights, Anmol Publications, New Delhi, 2009.
3. Basu, Durga Das, Human Rights in Constitutional law (New Delhi: Prentice Hall 1994)
4. Baxi, Upendra, Future of Human Rights (2002) Bueren
5. B. Bandman,- Children's Right to Freedom, Care, and Enlightenment.
6. AshaBajpai - Child Rights in India: Law, Policy and Practice
7. LoveleenKacker- Childhood Betrayed: Child Abuse and Neglect in India
8. Dr. S. R. Manjulaand T. N. Deepa- The Children and Laws in India with Reference to Pocso Act, 2012
9. A. Kant and R. Varma- Neglected Child: Changing Perspectives, New Delhi: PRAYAS
10. R. Agrawal , Street Children: A Socio-Psychological Study
11. K. Chandru, R. Geetha and C. Thanikachalam - Child Law in India,

CHILD RIGHT PROTECTION**Course Objectives**

1. To understand the meaning, nature and concept of child and childhood, influence of hereditary and environment on development of child, socialization factors responsible for development of child.
2. To acquire knowledge regarding how the impact of situational context on the developmental children
3. To understand the rights of Vulnerability of children and its impact on them.
4. To study the national and international conventions on rights of children.
5. To understand the different theories on rights of children

Course Outcome

1. To fill the gap of professionally trained child protection field practitioners who recognize the situation and needs of vulnerable children, and who are equipped with perspectives and skills required for working with children, self and systems towards effective rehabilitation and protection of children.
2. To provide a diverse exposure to the participants to enable them to think differently, express confidently and act consciously in challenging child protection settings.
3. To create an empowered group of practitioners who are equipped to enhance children's life skills.

Course Contents:**Unit I Nature and Concept:**

1. Definition, concept, and nature of childhood,
2. Childhood psychology-Influence of Heredity and environment in development of a child.
3. Socialization – Factors. Functions of culture, beliefs and practices in child growth and development.

Unit II- Understanding children in situational context:

1. Urban, rural and Tribal.
2. Childhood in the perspectives of caste, class and gender differences in India and abroad.
3. Origin and development of child rights in India.
4. Need For Child Rights Knowledge- Teaching, Law, Social service, Policy makers and Researchers

Unit III: Vulnerability of children-

1. poverty, child labour, trafficked children, street children, Abused children,
2. Children with disability, children in institutions or homes, Neglected Children,
3. Children of commercial sex workers,
4. children affected by HIV/AIDS,

I. Indian perception of Dharma and Darshan- Vedic and Jainism

II. Buddhism and Expansion of Buddhism

III. The concept of Janpada& Gram Swarajya

Module: IV - Science, Environment and Medical science

I. Science and Technology in Ancient India

II. Environmental conservation: Indian View

III. Health consciousness of (Science of Life): Ayurveda, Yoga, Vipassana and Naturopathy

Module: V- Indian economic traditions and Astronomy

I. Indian numeral system and Mathematics

II. Indian economic thoughts, Industry, inland trade commerce, Maritime Trade

III. Concept of Astronomy

References:

1. Ghos, A- Ajantha murals, Arcological survey of India New Delhi 1978
2. Altekar, A. S. – The Rashtrakuts and Their Times, Orntial Book agency Pune
3. AlkaziRoshan, Ancient Indian costume, 1993, National Book Trust, India, A-5, Green park New Delhi, 110016
4. Alkazi, Roshen- Ancient India Costume First Edi, 1996
5. Gajbhiye, Ashwaveer W, The Constitutional Name of India From Earliest to Present, B. R. Publishing Corporation, Delhi, 2016
6. शमाग्रिमशरण, ळीन भारताचा इतिहास, अनुवाद – डॉ वि दा परांजपे
7. कळंबे चिखीखा, कळंबे शालिनी, ळीन भारताचा संिइतिहास आणि िबिदशअशोक भाग पहिला व दुसरा, ियंम िकाशन एरोली नवी मुंबई, २०१७
8. बनसोड डॉ संतोष, जाधव डॉ सिथआरताचा इतिहास (र्भ ते १२०५) िसाईनाथ िकाशन नागपूर, जुलै २०१७

**Generic Elective
DETAILED SYLLABUS
Discovery of Bharat**

Course Outcome

CO1: Survey the sources of History of Ancient India.

CO2: Describe the social, economic, religious and institutional bases of Ancient India.

CO3: Analyze development of the concept of Nation- State background of political history.

CO4: Study ancient Indian Art & Architecture

CO5: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.

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

CSO1: Learn the socio-political and cultural background of the Ancient Indian History.

CSO2: Learn various Ancient Indian History Tourist places and Guide Tourist.

CSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

CSO4: Understand various concepts in Social Studies through the Ancient Indian History.

CSO5: Learn developments of mankind.

**Generic Elective
DETAILED SYLLABUS
Discovery of Bharat**

Module: I -Concept of Bharatvarsha

- I. Understanding of Bharatvarsha
- II. Eternity of synonyms Bharat- India, Hindustan
- III. The glory of Indian Literature: Ved, Upanishads
Jain – Aagam,
Buddhist Literature- Tripitak, Milind Prashna, Divyavadan,
Dipvansh, Mahavansh, Jatak Katha Etc.

Module: II - Indian Knowledge Tradition, Art and Culture

- I. Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigaliri, etc
- II. Salient features of Indian Art & Culture- Harrappa Civilization Vedic Age, Maurya Age, Gupta Age, Satavahan and Vakataka.
- III. Indian educational system- Ashram System, Takshashila University, Mathura University, Vallabhi University, Nalanda University,

Module: III - Dharma, Philosophy and Development of Rural Culture

coordinator of this program is included in this course. So it can create a lot of jobs.

8) Production of Yoga Instructors: -In ancient times, a large number of yoga instruments were widely used. It is also a part of this program.

9) Creation of an interpreter: -The script and language that existed in ancient times are not known to the masses. Since the study is in this course, the students will become aware of the language skills. This will enable many researchers and scholars to get acquainted with the prevailing period inscriptions, copperplates, column inscriptions, blujpatras, contemporary texts etc. from this interpreter so that a large number of jobs will be available for the students.

10) Historian:-Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historians' research, analyzes, and interprets historical events and write their inferences about them.

They collect data from libraries, archives, and artifacts, determining the authenticity and importance of historical data, translate historical documents into human languages, preserve artifacts and documents in museums, and publish their writings in academic journals.

11) Archivist:-Archivists are primarily responsible for acquiring, curating, and managing a permanent collection of documents, artifacts, other materials of historical and cultural importance. Their archive generally includes historic books, papers, maps, photographs, prints, films, videotapes, and computer-generated records.

In essence, Archivists preserve the past for the present and future generations of learners, researchers, and the general public. Apart from this, Archivists liaise with donors and depositors of archives and maintain computer-aided search systems.

12) Curator:-Curators take on a managerial role in museums, art galleries, or heritage centers. They develop collections of valuable exhibits such as artworks, paintings, sculptures, scriptures, etc. Curators organize events like exhibitions, conferences, and audio-visual presentations to display their collections.

They buy exhibits, negotiate the prices of objects, arrange for restoration of artifacts, maintain records and catalog acquisitions, and raise funds and grants for museums/art galleries.

13) Archeologist: -Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examining historical artifacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyze the remains extracted from excavation sites.

Archaeologists' job demands that they travel extensively within the country and globally to find pieces of historical significance. According to their specialization, they can also settle for tenured academic positions like lecturers, professors, conservators, and museum curators.

Employability Potential of the Programme:**Generic Elective
DETAILED SYLLABUS
Discovery of Bharat****The following employment is available from this course**

1) Competitive Examination: - Today is the age of competition. In this age of competition, competitive examination is of paramount importance. This course is Central Public Service Commission. Maharashtra State Public Service Commission. It will be very useful for railway recruitment, various selection boards, staff selection etc.

2) Tourism Guide: - The course covers the history of ancient India. Most of the tourist destinations in India are based on ancient architecture. Mehroli's Iron Pillar, as well as Universities at Nalanda, Sachi, Vallabhi, Takshashila, Ujjaini, Mathura, as well as Stupas, monasteries, caves, inscriptions, columns, copperplates, palaces, etc. from the Maurya period. More than 100 places where it is located can provide employment opportunities to a large number of students as a tourist, guide.

3) Industry and Business: - Ancient Buddhist, Maurya, Gupta, Vakataka. During the Satvahana period, industry and business flourished. These were the international markets of the industry. During the course of this course, these markets and the place of the center would be able to create industries from the point of view of tourists as well as businesses could be established.

4) Local Employment means Earn and Learn: - In the examination of SantGadge Baba Amravati University, there are many historical places in the subject period. All these places are crowded with tourists. These places include Regimal Heritage site - Bhon, Tal. Sangrampur, Dist. BuldanaLonar, Dist. BuldhanaTarapur, Dist. Buldhana, NarasimhaMurti, Mehkar, Dist. Buldhana, SharangdharBalaji, Mehkar, Dist. Buldhana, KanchanichaMahal, Mehkar, Dist. Buldhana, Washim, Dist. WashimNimba, Tal. Darvda, Dist. Yavatmal, Salbardi, Dist. Amravati, Muktagiri, Dist. Amravati, Ramtel, Dist. Nagpur, Nagardhan, Dist. Nagpur, AjinthaAurangabad,Eolra Aurangabad, Pitalkhore, Dist. Aurangabad, Pratishthan, Dist. Aurangabad, Kandhar, Dist. Nanded . By making them aware of these arts, they can get a large number of employment opportunities.

5) Development of Art and Architecture: -There has been a huge development of sculpture and architecture in the course.

6) Creation of Vipassana Center: - This course covers Buddhist period and Buddhist philosophy. Today, meditation is of paramount importance in terms of health. The importance of this meditation, its form and the creation of the center, etc., can be realized by the students. They can set up such centers.

7) Creation of business through social customs: -There are many customs and traditions that have been going on in India since ancient times. The skill of creating the

Poetry- Q.2)

A) Solve any One long question out of Two.

- 5 Marks

B) Solve any Two short questions out of Three.

- 4 Marks

MCQ- Q.3) Attempt all multiple choice questions based on prose and poetry - 10 Marks

Communication and Soft Skills-

Q. 4) Solve any Two questions out of Three.

-10 Marks

Internal Assessment

1)Assignment

- 5 Marks

2)Class Test

- 5 Marks

Sant Gadge Baba Amravati university, Amravati

Compulsory English

B.Com.II- Sem.IV

Title of the book- **Pristine****Unit 1- Prose-**

- 1)India's Message to the World- Swami Vivekanand
- 2)On Forgetting –Robert Lynd
- 3)Indra Nooyi : A Corporate Giant

Unit 2- Poetry-

- 1)the Soul's Prayer –Sarojini Naidu
- 2)The Mountain and the Squirrel- R.W. Emerson
- 3)Nature- W.H. Longfellow

Unit 3-Communication and Soft Skills

- 1)Group Discussion
- 2)Advertisements
- 3)Creative Writing: Situational Dialogues

Unit	Content	Number of Periods
1	Prose 1)India's Message to the World- Swami Vivekanand 2)On Forgetting –Robert Lynd 3)Indra Nooyi : A Corporate Giant	14
2	Poetry 1)The Soul's Prayer –Sarojini Naidu 2)The Mountain and the Squirrel- R.W. Emerson 3)Nature- W.H. Longfellow	10
3	Communication and Soft Skills 1)Group Discussion 2)Advertisements 3)Creative Writing: Situational Dialogues	12

Question wise Distribution of Marks

- Prose- Q.1) A) Solve any One long questions out of Two. - 5 Marks
B) Solve any Two short questions out of Three. - 6 Marks



1	Prose 1)Values in Life -Rudyard Kipling 2)Ramchandra and Laxman Kirloskar 3)Akio Morita	14
2	Poetry 1)Ode to the West Wind— P.B.Shelley 2)Paper Boats — Rabindranath Tagore 3)It is Needless to Ask of a Saint - Saint Kabir	10
3	Communication and Soft Skills 1)Role Play 2)Drafting an E- mail 3)Applying for a Job	12

Question wise Distribution of Marks

Prose- Q.1) A) Solve any One long questions out of Two. - 5 Marks
B) Solve any Two short questions out of Three. - 6 Marks

Poetry- Q.2)
A) Solve any One long question out of Two. - 5 Marks
B) Solve any Two short questions out of Three. - 4 Marks

MCQ- Q.3) Attempt all multiple choice questions based on prose and poetry - 10 Marks

Communication and Soft Skills-
Q. 4) Solve any Two questions out of Three. - 10 Marks

Internal Assessment

1)Assignment - 5 Marks

2)Class Test - 5 Marks

Sant Gadge Baba Amravati university, Amravati

Compulsory English - 50 Marks
B.Com.II- Sem.III

Title of the book- **Pristine** - By Board of Editors and Published by Orient Black Swan

(The same book **Pristine** is prescribed for **B.Com II- Accounting and Finance**)

Code of the Course/Subject	Title of the Course/Subject	Total number of Periods
BC 31	English	36

CO's:

- 1) To acquaint with the eminent entrepreneurs of the world
- 2) To acquaint with the work culture in corporate world
- 3) To instill moral values among the students
- 4) To make them able to communicate skillfully with ICT
- 5) To enrich them with fluency and soft skill based in English
- 6) To make them skillful in drafting and professional skills.

Unit 1- Prose-

- 1) Values in Life —Rudyard Kipling
- 2) Ramchandra and Laxman Kirloskar
- 3) Akio Morita

Unit 2- Poetry-

- 1) Ode to the West Wind— P.B.Shelley
- 2) Paper Boats — Rabindranath Tagore
- 3) It is Needless to Ask of a Saint- Saint Kabir

Unit 3-Communication and Soft Skills-

- 1) Role Play
- 2) Drafting an E-mail
- 3) Applying for a Job

Code of the Course/Subject	Title of the Course/Subject	Total number of Periods
BC 41	English	36

Unit	Content	Number of Periods
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14. Satish Chandra: Medieval India. From Sultanate to the Mughals
15. चिटनीस कृ.ना. - मध्ययुगीन भारतीय संकल्पना व संस्था
16. सेतू माधवराव पगडी - सुफी संप्रदाय
17. के. एल. खुराना - भारत का सामाजिक एवम आर्थिक इतिहास
18. आशीर्वादीलाल श्रीवास्तव - दिल्ली सल्तनत
19. डॉ. विपीन बिहारी सिन्हा - दिल्ली सल्तनत
20. विद्याधर महाजन - मध्यकालीन भारत
21. भारताचा इतिहास (1205 ते 1526) - डॉ. धनंजय आचार्य, साईनाथ प्रकाशन नागपूर
22. डॉ.बिच्चेवार, सचितानंद - परिवर्तनाचा महामेरू महात्मा बक्षेश्वर, स्वाती प्रकाशन पुर्णा,
23. भारताचा इतिहास (1205 ते 1526), डॉ. संतोष बनसोड , डॉ. सिद्धार्थ जाधव - साईनाथ प्रकाशन नागपूर
- 24) यवतमाळ जिल्ह्याचा इतिहास – डॉ. वारंगे ज्ञानेश्वर, डॉ. बनसोड, संतोष, आधार पब्लिकेशन, अमरावती. मार्च २०२२

Weblink to Equivalent MOOC on SWAYAM:

1. https://onlinecourses.swavam2.ac.in/cec22_ge38/preview

(Tourism Transport and Travel Services)

By Mr. Srikanth. K. S | Dept. of Tourism and Hospitality Management PBM Mahajana PG Center

2. https://onlinecourses.swavam2.ac.in/cec22_ge40/preview

(Tourism Planning and Sustainable Development)

By Prashant Kumar Gautam | Panjab University | Chandigarh

Any pertinent media (recorded lectures, YouTube, etc.):

3. <https://youtu.be/k014Qu-U-kM>
4. <https://youtu.be/Aq0y9vz1IC4>
5. <https://youtu.be/UZsWXvpzmvw>
6. <https://youtu.be/GvjRF7rWxuk>

	1) Gulams' Art and Architecture 2) Tughluq's Art and Architecture 3) Bahamani's Art and Architecture 4) Vijaynagar's Art and Architecture 5) Regional Heritage Site- Ridhampur, Dist. Amravati, Anjangaon Surji, Dist. Amravati Lasur, Dist. Amravati, Achalpur, Dist. Amravati, Kondeshwar, Dist. Amravati, Gavilgad fort, Dist. Amravati, Mahimapur, Dist. Amravati, Chikhaldara, Dist. Amravati, Karanja Lad, Dist. Washim Asadgad Fort, Dist. Akola, Narnala fort, Dist. Akola, Devagiri Fort, Dist. Aurangabad Mahurgad, Dist. Nanded, Khandeshwar Temple, Nandgaon Khandeshwar Dist Amravati.
Activities:	5. Study Tour 6. Project 7. Seminar 8. Assignment

Weblink to Equivalent MOOC on SWAYAM:

3. https://onlinecourses.swayam2.ac.in/cec22_ge38/preview

(Tourism Transport and Travel Services)

By Mr. Srikanth. K. S | Dept. of Tourism and Hospitality Management PBM Mahajana PG Center

4. https://onlinecourses.swayam2.ac.in/cec22_ge40/preview

(Tourism Planning and Sustainable Development)

By Prashant Kumar Gautam | Panjab University | Chandigarh

Books Recommended:

1. Aivangar S.K. Sultanate India and South Indian History and Culture
2. Basham A.K. - The Wonder That was India.
3. Basham A.L. - The cultural History of India of Deccan
4. Bhandarkar R.G. :- Ear IV History
5. Desai Z.A. :- Indo-Islamic Architecture
6. Harle J. C. :- Art and Architecture of the India Subcontinent
7. Habibulla :- Foundation of Muslim Rule in India
8. Majumdar R. C. - History and culture of the Indian people vols. III, IV & V
9. Munshi V. K.M. and R. R. Diwakar:- Bharatya Vidya Bhavan series Indian Inheritance, 3 Vols
10. Puri Chopra and Das: Social and Economic History of India Vol.1
11. Rowland B. - The Art and Achitecture of India
12. Sharma R.S. :- Light on early Indian Society and Economy
13. Saraswati S.K:- A Survey of Indian Sculpture

Page 9 of 10



Unit I	The political situation in India before the establishment of the Sultanate: Invasion of Mohammad-Bin-Kasim, Mohammad Gazani and Mohammad Ghori Qutbuddin Aibak- Founder of Delhi Sultanate, Iltutmish- Early Difficulties, Victory over his Rivals, Administration. Razia- Opposition to her Rule, Causes of her Fall. Balban- Theory of Kingship, Destruction of the 'Forty' (12 Periods)
Unit II	Allauddin Khilji's Political & Administrative Policy- His Theory of Kingship, Deccan Policy, Administrative Reforms, Allauddin Khilji's Economical Policy- Market Control and Revenue Policy, Estimate of his Achievement Mohammad Tughluq- His Revenue Reforms, Transfer of Capital, Introduction of Token Currency, Famine Relief and Agricultural Reforms, Causes of his Failure Firoz Shah Tughluq- Economic Reforms and Impact, (12 Periods)
Unit III	The Decline of the Sultanate The Bahamani Kingdom- Rise and Expansion of Bahamani Kingdom, Society and Economy, Achievements of Muhammad Gawan, Disintegration of Bahamani Kingdom The Vijaynagar Empire- Rise and Expansion of Vijaynagar Empire, Society, Economy and Literature, Achievements of Krishna Deva Raya II, Disintegration of Vijaynagar Kingdom. (12 Periods)
Unit IV	- State & Society : Hindu and Muslim Society - Administrative System of Sultanate Period - Military Organization - Ruling Classes (12 Periods)
Unit V	Social Status of Women- Marriage, Property Rights, Sati, Pardah and Devdasi. Economical and Technological Developments- Agriculture, Industries, Trade and Commerce, Urban Centers Religious Movements- The Bhakti Movement : Warkari Sampraday, Mahanubhav Sampraday, Lingayat Sampraday, Suffi Movement (12 Periods)
Unit VI	Skill Enhancement Module Tourism in Art and Architecture in Sultanate period in India (15 Periods)
Co's	CO1: Study of Tourism in Sultanate Period's Indian Art & Architecture CO2: Student's are aware and able to describe tourist places.

15. डॉ. बनसोड संतोष, डॉ. जाधव सिध्दार्थ - भारताचा इतिहास (प्रारंभापासून 1526 पर्यंत), साईनाथ प्रकाशन नागपूर.
16. डॉ. डोंगरे वसंत - मौर्यकालीन मुद्रा
17. डॉ. रोकडे प्रशांत - सम्राट अशोककालीन कृषी व्यवस्था, रोशन ऑफसेट प्रिंटर्स, दिल्ली

Programme : B. A
Subject History
Semester2

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
History	History of India from Early to 701 A.D to 1525 A.D.	75 Periods	05

Course Assessment: End Term Exam Marks: 80 (University level Exam)

SEM (Skill Enhancement Module): 20 Marks (College level evaluation)

Course Outcome

- 1: Survey the sources of History in Sultanate period of India.
- 2: Analyze the social, economic, religious and institutional bases of Sultanate period of India.
- 3: Known development of the concept of Nation- State background of political history.
- 4: Study Sultanate period of India Art & Architecture

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

- 1: Learn the socio-political and cultural background of the Sultanate period of Indian History.
- 2: Learn various Sultanate period Indian History Tourist places and Guide Tourist.
- 3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.
- 4: Analyze various concepts in Social Studies through the Sultanate period of Indian History.
- 5: Learn developments of mankind Through Religious Movements.

4. Assignment

Weblink to Equivalent MOOC on SWAYAM :

1. https://onlinecourses.swayam2.ac.in/cec20_ge19/preview

(TOURISM AND TRAVEL MANAGEMENT)

By Mr N. ROOPESH KUMAR | DoS in Tourism and Hospitality Management, PoojaBhagavat Memorial Mahajana PG Centre.

2. https://onlinecourses.swayam2.ac.in/cec22_ge37/preview

(Tourism Resources of India)

By Prof. H. Rajashekar | Professor of Commerce & Tourism University of Mysore

Any pertinent media (recorded lectures, YouTube, etc.):

1. <https://youtu.be/k014Qu-U-kM>
2. <https://youtu.be/Aq0y9vz1IC4>

Course Material/Learning Resources:

Text books:

Reference Books:

1. A.S. Altekar :- Position of Women in In Hindu civilization.
2. Harle J.C.:- Art and Architecture of the India Sub continent
3. Mujumdar R.C. :- The Vakataka and Gupta Age
4. Mukharjee R.K. :- Education in Ancient India
5. Shama R.S. :- Aspect of Political Ideas and Institution in Ancient India
6. Thapar Romila :- Ancient Indian History
7. Dr. Vipin Rathod - Historical Religious Places in Washim District, Surya Pub. Kanpur
8. अलतेकर मुजुमदार-प्राचीन भारत की शासन प्रणाली
9. डॉ. श. गो. कोलारकर-प्राचीन भारताचा राजकीय, सामाजिक, सांस्कृतिक इतिहास
10. डॉ. मिराशी बा. वि. -वाकाटक नृपती आणि त्यांचा काळ
11. महाजन व्ही. डी. -प्राचीन भारत
12. आचार्य धनंजय-भारताचा इतिहास (प्रारंभापासून 1526 पर्यंत)
13. डॉ. गायकवाड कैलास, भारतीय शिक्षण पद्धतीचा इतिहास , लोट्स अँड कोब्रा पब्ली. नागपूर
14. डॉ. मिराशी वि. वा. -सातवाहन आणि पश्चिमी क्षत्रप

	2.2 Socio – Economic, Religious and Cultural Life 2.3 Script and Decline 3. Vedic Age : 3.1 Society, polity, economy, religious life in pre - Vedic period 3.2 Society, polity, economy and religious life in post - Vedic period (12 Periods)
Unit II	1. Rise of Religious Movements: 1.1 Causes, Doctrines and Social Dimensions of Buddhism and Jainism. 1.2 Spread and Decline Buddhism and Jainism. 2. Mouryan Dynasties 1.1 Chandragupta Mourya & Mouryan Administration, 3. Significance of Kaling War , Ashoka's Dhamma; Patronage to Buddhism (12 Periods)
Unit III	1. Post Mouryan Dynasties- Shungas, Kushanas and Satavahana 2. Gupta Dynasty : Samudragupta and Chandragupta Vikramaditya 3. Gupta's Administration (12 Periods)
Unit IV	1. Concept of Golden Age 2. Vakata Dynasty: 1.1. Relation of Vakataka with Gupta 1.2. Vakataka's Society and Religion 3. Vardhan Empire (12 Periods)
Unit V	1. Education in Ancient India 2. Position of Women in Ancient India 3. Judicial Administration in Ancient India (12 Periods)
Unit VI	Skill Enhancement Module Tourism in Art and Architecture in Ancient India (15 Periods)
Co's	CO1: Study of Tourism in ancient Indian Art & Architecture CO2: Students are aware and able to describe tourist places. CO3: Prepare the students for employability.
SEM I	1) Harappan Civilization Town Planning, Architecture 2) Mouryan's Art and Architecture 3) Kushan's Art and Architecture 4) Gupta Age Art and Architecture 5) Vakataka's Art and Architecture 6) Reginal Heritage Sites Bhon , Tal. Sangrampur, Dist. Buldana Lonar , Dist. Buldhana Tarapur , Dist. Buldhana, Narasimha Murti , Mehkar, Dist. Buldhana, Sharangdhar Balaji , Mehkar, Dist. Buldhana, Kanchanicha Mahal , Mehkar, Dist. Buldhana, Washim , Dist. Washim Nimba , Tal. Darvha, Dist. Yavatmal, Salbardi , Dist. Amravati, Muktagiri , Dist. Amravati, Ramtek , Dist. Nagpur, Nagardhan , Dist. Nagpur, Ajintia Aurangabad , Eolra Aurangabad , Pitalkhore , Dist. Aurangabad, Pratishthan , Dist. Aurangabad, Kandhar , Dist. Nanded
Activities:	1. Study Tour 2. Project 3. Seminar

undergraduate/postgraduate degree programs. They offer lectures on different historical periods, events, theories, etc., and write detailed research papers, articles, and books

Part B

Programme : B. A.

Subject History

Semester 1

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
History	History of India from Early to 700 A.D	75 Periods	05

Course Assessment: End Term Exam Marks: 80 (University level Exam)

SEM (Skill Enhancement Module): 20 Marks (College level evaluation)

Course Outcome (COs)

- 1: Survey the sources of History of Ancient India.
- 2: Describe the social, economic, religious and institutional bases of Ancient India.
- 3: Analyze development of the concept of Nation- State background of political history.
- 4: Study ancient Indian Art & Architecture

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

- 1: Learn the socio-political and cultural background of the Ancient Indian History.
- 2: Learn various Ancient Indian History Tourist places and Guide Tourist.
- 3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.
- 4: Understand various concepts in Social Studies through the Ancient Indian History.
- 5: Learn developments of mankind.

Unit I	1. Survey of the Sources of Ancient India: 1.1 Archaeological Sources. 1.2. Literary Sources and Foreign Travelers Account 2. Harappan Civilization: 2.1 Origin, extent
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language skills. This will enable many researchers and scholars to get acquainted with the prevailing period inscriptions, copperplates, column inscriptions, bhujpatras, contemporary texts etc. from this interpreter so that a large number of jobs will be available for the students.

10) **Historian**:-Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historian' research, analyze, and interpret historical events and write their inferences about them.

They collect data from libraries, archives, and artifacts, determining the authenticity and importance of historical data, translate historical documents into human languages, preserve artifacts and documents in museums, and publish their writings in academic journals.

11) **Archivist**:-Archivists are primarily responsible for acquiring, curating, and managing a permanent collection of documents, artifacts, other materials of historical and cultural importance. Their archive generally includes historic books, papers, maps, photographs, prints, films, videotapes, and computer-generated records.

In essence, Archivists preserve the past for the present and future generations of learners, researchers, and the general public. Apart from this, Archivists liaise with donors and depositors of archives and maintain computer-aided search systems.

12)**Curator**:-Curators take on a managerial role in museums, art galleries, or heritage centers. They develop collections of valuable exhibits such as artworks, paintings, sculptures, scriptures, etc. Curators organize events like exhibitions, conferences, and audio-visual presentations to display their collections.

They buy, exhibit, negotiate the prices of objects, arrange for restoration of artifacts, maintain records and catalog acquisitions, and raise funds and grants for museums/art galleries.

13) **Archeologist** :-Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examining historical artifacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyze the remains extracted from excavation sites.

Archaeologists' job demands that they travel extensively within the country and globally to find pieces of historical significance. According to their specialization, they can also settle for tenured academic positions like lecturers, professors, conservators, and museum curators.

14) **History Teacher / Professor**:-While History Teachers work in schools, Professors teach at colleges and universities. School teachers are responsible for imparting foundational History knowledge to students. They teach students about the important historical events in brevity, prepare lesson plans, grade papers, develop class activities schedule, and accompany students on field trips to historical sites.

History Professors teach specialized and advanced history courses to students in their

competition, competitive examination is of paramount importance. This course is Central Public Service Commission. Maharashtra State Public Service Commission. It will be very useful for railway recruitment, various selection boards, staff selection etc.

2) Tourism Guide: - The course covers the history of ancient India. Most of the tourist destinations in India are based on ancient architecture. Mehroli's Iron Pillar, as well as Universities at Nalanda, Sachi, Vallabhi, Takshashila, Ujjaini, Mathura, as well as Stupas, monasteries, caves, inscriptions, columns, copperplates, palaces, etc. from the Maurya period. More than 100 places where it is located can provide employment opportunities to a large number of students as a tourist, guide.

3) Industry and Business: - Ancient Buddhist, Maurya, Gupta, Vakataka. During the Satvahana period, industry and business flourished. These were the international markets of the industry. During this course of this course, these markets and the place of the center would be able to create industries from the point of view of tourists as well as businesses could be established.

4) Local Employment means Earn and Learn: - In the examination of Sant Gadge Baba Amravati University, there are many historical places in the subject period. All these places are crowded with tourists. These places include Regimal Heritage site - Bhon, Tal. Sangrampur, Dist. Buldana Lonar, Dist. Buldhana Tarapur, Dist. Buldhana, Narasimha Murti, Mehkar, Dist. Buldhana, Sharangdhar Balaji, Mehkar, Dist. Buldhana, Kanchanicha Mahal, Mehkar, Dist. Buldhana, Washim, Dist. Washim Nimba, Tal. Darvda, Dist. Yavatmal, Salbardi, Dist. Amravati, Muktagiri, Dist. Amravati, Ramtel, Dist. Nagpur, Nagardhan, Dist. Nagpur, Ajintha Aurangabad, Eolra Aurangabad, Pitalkhore, Dist. Aurangabad, Pratishtan, Dist. Aurangabad, Kandhar, Dist. Nanded. By making them aware of these arts, they can get a large number of employment opportunities.

5) Development of Art and Architecture: -There has been a huge development of sculpture and architecture in the course.

6) Creation of Vipassana Center: - This course covers Buddhist period and Buddhist philosophy. Today, meditation is of paramount importance in terms of health. The importance of this meditation, its form and the creation of the center, etc., can be realized by the students. They can set up such centers.

7) Creation of business through social customs: -There are many customs and traditions that have been going on in India since ancient times. The skill of creating the coordinator of this program is included in this course. So it can create a lot of jobs.

8) Production of Yoga Instructors: -In ancient times, a large number of yoga instruments were widely used. It is also a part of this program.

9) Creation of an interpreter: -The script and language that existed in ancient times are not known to the masses. Since the study is in this course, the students will become aware of the

Sant Gadge Baba Amravati University, Amravati
Syllabus Prescribed under Choice based Credit System 2022-23
Faculty : Humanities
Programme: B.A.
Course/ Subject : History

Part A

POs:

- 1.Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- 2.Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- 3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- 4. Effective Citizenship:** Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- 5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- 6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- 7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes Sample POs of PG Programmes

PSOs: of BA History

- 1: Analyze the Socio-Political and Cultural background of the Indian History.
- 2: Examine various perspectives of history and historiography.
- 3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.
- 4: Compare various concepts in Social Studies through the Indian History.
- 5: Describe the developments of mankind.

Employability Potential:

The following employment is available from this course

- 1) **Competitive Examination:** - Today is the age of competition. In this age of

Page 1 of 10



	राधव पब्लिशर्स अँड डिस्ट्रीब्यूटर्स, नागपूर (‘काव्यसरिता’ मधीलक्र मांक ११ ते २५ कविता अभ्यासक्रमात राहतील.)		
३	कौशल्यधिष्ठीत घटक अभ्यासक्रम	१५	
		७५	०४

गुण विभागणी

एकूण गुण - १००
लेखी गुण - ८०
अंतर्गत मूल्यमापन - २०
वेळ - ३ तास

- अ) नाटक - ‘वाटा पळवाटा’ - ४० गुण
ब) कविता - ‘काव्यसरिता’ - ४० गुण

प्रश्ननिहाय गुण विभागणी :-

- प्रश्न १ - संदर्भासह स्पष्टीकरण - २० गुण
नाटक व कवितेवर प्रत्येकी ०५ गुणांचे दोन संदर्भ विचारले जातील.
प्रश्न २ - ‘वाटा पळवाटा’ नाटकावर ०१ दीर्घोत्तरी प्रश्न - १२ गुण
प्रश्न ३ - ‘वाटा पळवाटा’ नाटकावर ०१ लघुत्तरी प्रश्न - ०८ गुण
प्रश्न ४ - ‘काव्यसरिता’ वर ०१ दीर्घोत्तरी प्रश्न - १२ गुण
प्रश्न ५ - ‘काव्यसरिता’ वर ०१ लघुत्तरी प्रश्न - ०८ गुण
(वरिल प्रश्नांना अंतर्गत पर्याय राहतील.)
प्रश्न ६ - वस्तुनिष्ठ बहुपर्यायी १० प्रश्न - प्रत्येकी ०२ गुणांचे - २० गुण
(वस्तुनिष्ठ बहुपर्यायी प्रश्नांमध्ये कादंबरी व कवितेवर प्रत्येकी ०५ प्रश्न विचारले जातील.)

कौशल्य विकासावर आधारित अंतर्गत मूल्यमापन :- २० गुण

● गुण विभागणी

- १) गृहपाठ - १५ गुण
२) मौखिक परीक्षा - ०५ गुण

- सूचना :- (१) गृहपाठासाठी आपल्या परिसरातील लोकगीतांचे संकलन करून त्याचे विशेष नोंदवा.
(२) आपल्याला येणाऱ्या अनुभवाच्या आधारे कविता लिहा.
(३) मौखिक परीक्षा ही गृहपाठावर आधारित असेल.

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२२-२०२३

विभाग अ (Part-A)

विद्याशाखा : मानव विज्ञान (Faculty - Humanities)

अभ्यासक्रम : वाङ्.मय स्नातक / बी.ए., (Programme - B.A.)

विषय : मराठी वाङ्.मय (ऐच्छिक)

बी.ए.भाग-१, सत्र-२

प्रस्तावना :- (Preamble)

मराठी साहित्याच्या विविध वाङ्मय प्रवाहाचा अभ्यासातून विद्यार्थ्यांच्या ज्ञानाच्या कक्षा रुंदावतील. विविध साहित्य प्रवाहातील अभ्यासातून साहित्य निर्मितीच्या घटकांचे तंत्र विद्यार्थ्यांच्या अंगी विकसित होतील. साहित्यातून मानवी मूल्यांचे आकलन विद्यार्थ्यांना होईल. वाचन, लेखन, श्रवण कौशल्य विकसित होतील तसेच उपयोजित संकल्पना अभिवृद्ध होतील. साहित्य विश्वातून नवनिर्मितीचा व सर्जनशीलतेचा नवा अविष्कार अभिवृद्ध होण्यासाठी विद्यार्थ्यांना मदत होईल. प्रबोधनाची विचारधारा विकसित होईल. संशोधनाची नवप्रेरणा निर्माण होईल. एकूणच सर्व विद्यार्थ्यांच्या सर्वांगीण विकासाकरिता साहित्यातील प्रेरणा मार्गदर्शक ठरतील.

मराठी वाङ्.मय (ऐच्छिक) अभ्यासक्रमाची विशिष्ट निष्पत्ती (PSOs) :

- १) संत गाडगेबाबा अमरावती विद्यापीठाच्या मानव विज्ञान विद्याशाखेतील मराठी वाङ्.मय (ऐच्छिक) अभ्यासक्रमाच्या अध्ययनामुळे विद्यार्थ्यांची साहित्य ही संकल्पना स्पष्ट होऊन मराठी भाषाविषयक अभिरुची विकसित होईल.
- २) मराठी साहित्य परंपरा, लेखक, कवी, विचारवंत यांचा परिचय होईल, त्यांचा लेखनातून आलेल्या सामाजिक एकात्मता, सर्वधर्म समभाव, राष्ट्रीय एकात्मता आणि भारतीय राज्यघटनेचे अधिष्ठान असलेल्या मानवी मूल्यांची विद्यार्थ्यांमध्ये रुजवणूक होईल.
- ३) विद्यार्थ्यांमध्ये साहित्य व कला याविषयी आवड निर्माण होईल. त्याची चिकित्सा, तुलना, समीक्षा करण्याची दृष्टी विकसीत झाल्यामुळे विविध साहित्य प्रकारातील लेखनाचे योग्य अध्ययन, संशोधन आणि सर्जनशील निर्मिती करतील.
- ४) भाषा आणि साहित्याचा सामाजिक तसेच कलात्मक पातळीवर अभ्यास केल्याने विवेकपूर्ण तर्कसंगतता आणि कारुण्यपूर्ण संवेदनशीलता निर्माण होऊन साहित्याचे व्यावहारिक उपयोजन करता येईल.
- ५) साहित्याच्या विद्यार्थ्यांमध्ये मराठी साहित्याच्या अभ्यासासह प्रतिष्ठापूर्ण रोजगार मिळविण्यासाठी कौशल्ये प्राप्त होतील.
- ६) रोजगारा निर्मितीसाठी लागणाऱ्या विविध कौशल्य निर्मितीचा दृष्टिकोन विद्यार्थ्यांमध्ये निर्माण होईल.

विभाग-ब

बी.ए. भाग-१, सत्र-२

विषय : मराठी वाङ्.मय (ऐच्छिक)

अभ्यासपत्रिकेची निष्पत्ती (COs) :

- १) मानवी जीवन समृद्ध करणाऱ्या 'नाटक' या वाङ्.मयप्रकाराचा परिचय विद्यार्थ्यांना होईल.
- २) 'वाटा पळवाटा' या नाटकातील विविध मानवी प्रवृत्तीचे दर्शन घडेल.
- ३) 'वाटा पळवाटा' नाटकाच्या माध्यमातून सामाजिक संस्कृतीचे दर्शन होईल तथा विविध व्यक्तिमत्त्वांचा परिचय होईल.
- ४) 'वाटा पळवाटा' च्या अभ्यासाने नाटकाचे आकलन, आस्वाद आणि मूल्यमापन करण्याची क्षमता विकसीत होईल.
- ५) नाटक निर्मितीच्या घटकांचा, तंत्राचा अभ्यास झाल्याने नाटक निर्मिती करण्याची प्रेरणा विद्यार्थ्यांना मिळेल.
- ६) नाटक / रंगभूमीवर कारकीर्द करू इच्छिणाऱ्या विद्यार्थ्यांना ही अभ्यासपत्रिका उपयुक्त ठरेल.
- ७) 'काव्यसरिता' च्या माध्यमातून विविध प्रकारच्या रचनांचा अभ्यास करता येईल.
- ८) सामाजिक जाणिवा, राष्ट्रीय एकात्मता, प्रेमविषयक भावना, भावनिकता या विचारांची बांधिलकी निर्माण होईल.
- ९) काव्यांच्या विविध प्रवाहांचा परिचय होईल व त्यातून काव्यनिर्मितीची प्रेरणा विकसीत होईल.

अ.क्र.	अभ्यासपत्रिकेचे घटक	नेमलेले तास	श्रेयांक
१	नाटक - 'वाटा पळवाटा' - लेखक दत्ता भगत, कॉन्टीनेन्टल प्रकाशन, पुणे ३०	३०	०४
२	कविता - 'काव्यसरिता' (संपादित) संपादक - डॉ.गजानन जाधव, डॉ.गजानन मुंदे,	३०	

विभाग व
बी.ए. भाग-१, सत्र-१
विषय : मराठी वाङ्मय (ऐच्छिक)

अभ्यासपत्रिकेची निष्पत्ती (COs) :

- १) कादंबरी या वाङ्मय प्रवाहातून सामाजिक प्रश्नांची जाणीव निर्माण होऊन व सामाजिक मूल्यांची जाणीव होईल.
- २) धूळपावलं या कादंबरीतून समाजातील विविध व्यक्तिरेखा, तथा ग्रामीण संस्कृतीचे दर्शन होईल.
- ३) नेमलेल्या कादंबरीमधील पात्रांच्या नात्याची गुंतागुंत आणि भावनिक आंदोलनाचा शोध घेता येईल.
- ४) भाषिक व वाङ्मयीन मूल्यांचा अभ्यास होईल.
- ५) कादंबरी लेखनाचे तंत्र अवगत करता येईल.
- ६) कादंबरीचे स्वरूप व घटक समजून घेतल्यामुळे जीवन व्यवहाराच्या केंद्रस्थानी असणाऱ्या मनुष्य व इतर घटकांवर आधारित कादंबरी लेखनाचा प्रयत्न करता येईल.
- ७) 'काव्यसरिता' च्या माध्यमातून विविध प्रकारच्या रचनांचा अभ्यास करता येईल.
- ८) सामाजिक जाणिवा, राष्ट्रीय एकात्मता, प्रेमविषयक भावना, भावनिकता या विचारांची बांधिलकी निर्माण होईल.
- ९) काव्यांच्या विविध प्रवाहांचा परिचय होईल व त्यातून काव्यनिर्मितीची प्रेरणा विकसित होईल.

अ.क्र.	अभ्यासपत्रिकेचे घटक	नेमलेले तास	श्रेयांक
१	कादंबरी - 'धूळपावलं' - लेखक महेंद्र कदम, शब्दालय प्रकाशन, श्रीरामपूर	३०	०४
२	कविता - 'काव्यसरिता' (संपादित) संपादक - डॉ. गजानन जाधव, डॉ. गजानन मुंदे, राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर ('काव्यसरिता' मधील क्रमांक १ ते १० कविता अभ्यासक्रमात राहतील.)	३०	
	कौशल्यधिष्ठीत घटकअभ्यासक्रम	१५	
		७५	०४

गुण विभागणी

एकुण गुण - १००
लेखी गुण - ८०
अंतर्गत मूल्यमापन - २०
वेळ - ३ तास

- अ)कादंबरी - 'धूळपावलं' - ४० गुण
ब)कविता - 'काव्यसरिता' - ४० गुण

प्रश्ननिहाय गुण विभागणी :-

- प्रश्न १ - संदर्भासह स्पष्टीकरण (कादंबरी व कवितेवर प्रत्येकी ०५ गुणांचे दोन संदर्भ विचारले जातील.) - २०गुण
प्रश्न २ - 'धूळपावलं' कादंबरीवर ०१ दीर्घात्तरी प्रश्न - १२ गुण
प्रश्न ३ - 'धूळपावलं' कादंबरीवर ०१ लघुत्तरी प्रश्न - ०८ गुण
प्रश्न ४ - 'काव्यसरिता' वर ०१ दीर्घात्तरी प्रश्न - १२ गुण
प्रश्न ५ - 'काव्यसरिता' वर ०१ लघुत्तरी प्रश्न - ०८ गुण
(वरील प्रश्नांना अंतर्गत पर्याय राहतील.)
प्रश्न ६ - वस्तुनिष्ठ बहुपर्यायी १० प्रश्न- प्रत्येकी ०२ गुणांचे - २० गुण
(वस्तुनिष्ठ बहुपर्यायी प्रश्नांमध्ये कादंबरी व कवितेवर प्रत्येकी ०५ प्रश्न विचारले जातील.)

कौशल्य विकासावर आधारीत अंतर्गत मूल्यमापन :- - २० गुण

- गुण विभागणी
- १) गृहपाठ - १५गुण
- २) मौखिक परीक्षा - ०५गुण

- सूचना :-** (१) गृहपाठासाठी परिसरातील कष्टकर्यांच्या जीवनाचे निरीक्षण करून त्यावर टिपण तयार करावे.
(२) आपल्या परिसरातील कवींची मुलाखत घेऊन त्याचे शब्दांकन करा.
(३) मौखिक परीक्षा ही गृहपाठावर आधारित असेल.

आमंत्रण पत्रिका यांचे लेखन तथा माहितीपत्रक व विविध मार्गदर्शपर माहिती पुस्तिकांचे लेखन करून रोजगाराच्या संधी मिळविता येतील.

८) कार्यक्रमा व्यवस्थापन- लग्न, स्वागत समारंभ, विविध प्रदर्शने, प्रचार सभा, रोड शो, परिषदा, सार्वजनिक कार्यक्रम, सार्वजनिक मनोरंजनाचे कार्यक्रम, सत्कार सोहळे, पुरस्कार सोहळे, विविध विषयावर आयोजित संमेलने, क्रीडाविषयक कार्यक्रम, गटचर्चा, परिसंवाद, चर्चासत्र, कार्यशाळा, शिबीर, मेळावे, प्रश्नमंजुषा इत्यादी कार्यक्रमाचे व्यवस्थापनात आज फार मोठ्या व्यवसायिक संधी निर्माण झाल्या आहेत. या कार्यक्रमांचे आयोजन, नियोजन, कौशल्य, जाहिरात, निर्मंत्रण पत्रिका, मूलाखतकार, सूत्रसंचालक, जनसंपर्क अधिकारी, समुपदेशक, बातमीदार, मंचसज्जा व्यवस्थापन इत्यादींमध्ये विद्यार्थ्यांना रोजगाराच्या संधी उपलब्ध आहेत.

९) वरील समारंभामध्ये व्यवस्थापनाकरिता विद्यार्थ्यांची अशी एखादी चमू तयार करता येणे शक्य आहे. सदर समारंभामध्ये कार्यक्रमाचे आयोजन, नियोजन, कार्यक्रमाची जाहिरात, कार्यक्रम पत्रिका तयार करणे, सन्मानयिन्ह, मानपत्र तयार करणे, कार्यक्रमाचे उद्घाटन सत्र तथा समारोपाचे फलक तयार करणे, मंचसज्ज करणे, लाईट, साऊंड सिस्टीम हाताळणे, पाहुण्यांची ने-आण, त्यांचे स्वागतासाठी पुष्प, हार, बुके, शाल, भेटवस्तू इत्यादीचे नियोजन तसेच रसिकांची बैठक व्यवस्था नियोजन तथा कार्यक्रमाच्या समापनानंतर नारता, चहा, जेवनाचे नियोजन, बातमी तयार करणे किंवा बातमी प्रिंट मिडिया, इलेक्ट्रिक मिडिया पर्यंत पोहचविणे. इत्यादी कार्ये या चमुमार्फत पार पाडले जाऊ शकतात. यानिमित्ताने विद्यार्थ्यांना विविध पातळीवर रोजगाराच्या संधी उपलब्ध होतील.

१०) औपचारिक संवाद शिक्षणाच्या माध्यमाने प्रौढ शिक्षण, पालक शिक्षण, प्रवासी शिक्षण, संगणक शिक्षण तथा अनौपचारिक शिक्षणाच्या माध्यमातून कुटुंब, मित्रसंघ, मेळावे, आस्वादस्थाने, स्पर्धास्थाने, जाहिरातकोडी यामध्येही व्यवसायांच्या संधी आहेत.

११) लोकगीत / प्रादेशिककला - पारंपरिक लोकगीतांचे संकलन, जतन, संवर्धन तसेच लोकनाट्य / नाटक / भारुड / तमाशा / पथनाट्य / लावणी / नाट्यसंगीत यामध्ये भाषेच्या विद्यार्थ्यांकरिता अनेक दालने खुली आहेत. या सर्व कलांचे व लोकपरंपरांचे जतन या निमित्ताने होईल व विद्यार्थ्यांना रोजगारही मिळेल.

१२) सॉफ्टवेअर प्रशिक्षण - मोबाईलवर तयार केलेले ऑडिओ/व्हिडिओ त्यांचे संपादन करण्यासाठी कॅनवा, ओबीएस, काईनमास्टर, आई म्युझिक यासारख्या सॉफ्टवेअरचे तंत्रज्ञान समजून घेऊन शॉर्टफिल्म/संगीत/कविता सादरीकरण व्याख्याने/अभिवाचन / सांस्कृतिक कार्यक्रम/भाषण/विविध प्रादेशिक कला/ पारंपरिककला/ खेळ/ गाणी यांचे जतन करणारे व्हिडिओ/ ऑडिओ, व्हिडिओ मिक्सिंग/ टेक्स्ट इन्सर्टिंगसारख्या गोष्टीचे प्रशिक्षण देऊन विद्यार्थ्यांना रोजगाराच्या संधी उपलब्ध होतील.

१३) मायक्रोफोन टेक्निककौशल्य - मोठ-मोठ्या कार्यक्रमांसाठीच नव्हे तर वर्गात शिकविण्यासाठी मायक्रोफोन आता गरजेची वस्तू झाली आहे. या संबंधीचे विशेष पाठ्यक्रमकरून मायक्रोफोन हाताळण्याचे मूलभूत तथा एडव्हान्स प्रशिक्षण घेतलेतर विद्यार्थी रोजगारक्षम होईल.

१४) साऊंड रेकॉर्डिस्ट - काही विद्यार्थ्यांचा आवाज चांगला असतो त्यांनी स्वतःच्या आवाजात जाहिराती तयार केल्या किंवा विविध जाहिरात कंपन्यांना सोबत घेऊन जाहिराती तयार केल्या तर रोजगाराचे नवीन दालन उपलब्ध होईल.

१५) ई-मेल, विविध ॲप, युट्युब, ब्लॉग, फेसबुक, ट्विटर, इंटरनेटवरील विविध साईटसच्या माध्यमातून मराठीतील नव्या संकल्पना, शोध, पारिभाषिक शब्द इत्यादी समाजापर्यंत पोचविता येईल व यानिमित्ताने विद्यार्थ्यांना रोजगाराच्या संधी मिळतील.

१६) पर्यटनक्षेत्र- ट्रॅव्हल एजन्सी, विमान कंपन्या, टूर ऑपरेशन कंपन्या यामध्ये सहलीसाठी गाईड म्हणून रोजगार मिळू शकतो.

१७) दुभाषी म्हणूनसुद्धा रोजगार उपलब्ध होईल.

१८) प्रसार माध्यमातील व्यावसायिक वाचक / निवेदक तथा वक्ता, व्याख्याता, कवी, ललित लेखक, कथा-कथनकार, एकपात्री प्रयोगकर्ता, कीर्तनकार, प्रवचनकार इत्यादी संधी उपलब्ध आहेत.

१९) संकलक, बोली सर्वेक्षक, बोली अभ्यासक, आस्वादकार, भाषाकार, समीक्षक, परिक्षक, निरीक्षक, सुचिकार, आराखडाकार, प्रस्तावनाकार, कुटप्रश्नकार, रिपोर्टवाचक, मांडणीकार, टंकलेखक, संशोधन-सहाय्यक, संशोधन-लेखक, चौर्यकर्मशोधक, मुद्रित शोधक, टिप्पणीकार इत्यादी क्षेत्रात सहाय्यक म्हणून रोजगाराच्या संधी उपलब्ध आहेत.

२०) अनुवाद क्षेत्रात मोठी संधी मिळेल.

C.B.C.S

B.Com. Syllabus

Sant Gadge Baba Amravati university, Amravati

Compulsory English

B.Com.II- Sem.IV

Title of the book- **Pristine****Unit 1- Prose-**

- 1)India's Message to the World- Swami Vivekanand
- 2)On Forgetting –Robert Lynd
- 3)Indra Nooyi : A Corporate Giant

Unit 2- Poetry-

- 1)the Soul's Prayer –Sarojini Naidu
- 2)The Mountain and the Squirrel- R.W. Emerson
- 3)Nature- W.H. Longfellow

Unit 3-Communication and Soft Skills

- 1)Group Discussion
- 2)Advertisements
- 3)Creative Writing: Situational Dialogues

Unit	Content	Number of Periods
1	Prose 1)India's Message to the World- Swami Vivekanand 2)On Forgetting –Robert Lynd 3)Indra Nooyi : A Corporate Giant	14
2	Poetry 1)The Soul's Prayer –Sarojini Naidu 2)The Mountain and the Squirrel- R.W. Emerson 3)Nature- W.H. Longfellow	10
3	Communication and Soft Skills 1)Group Discussion	12

5. Students will be able to work necessary groups and list of Ledgers creation for smooth accounting flow
6. Students will be able to enter accounting and Inventory Vouchers
7. Student will able to work with various Indian Tax systems and its computation with tally

Division of Marks for Practical's

Record Preparation	10 Marks
Practical Performance	10 Marks
Viva-Voce	10 Marks
Marks Description	10 Marks
Practical Total	40 Mark

Recommended books**1 Tally Manual****2 Financial Accounting on computer using TALLY- Namrata Agrawal****3 Implementing Tally &.2: A.K. Nandini, K.K. Nadhani, BPB publications****4 Information technology and Business Data Processing by Dr. Ranjana Mahajan and Dr. Dilip Khupse- Sai Jyoti Publications****5 माहिती तंत्रज्ञान आणि व्यावसायिक माहितीचे संस्करण प्रा. डॉ. उदय श्रीकृष्ण काळे साईनाथ प्रकाशन नागपूर**

Part B		
Code of the course	Title of the course / Subject	periods
B.Com	ITB- II	30

List of practical

1. Company creation
2. New group creation
3. List of ledgers creation at zero balance
4. Stock category creation
5. Stock group creation
6. Stock Item creation
7. Stock summary
8. Godown creation
9. Units of measures of measures creation
10. Accounting Voucher Entry
11. Inventory voucher entry
12. Generate reports
13. Reconciliation
14. Example with TDS
15. Example with TCS
16. Example with GST
17. Sales order processing
18. Purchase order processing

Course Outcomes:**Students will be able to do at the end of practical**

1. Student will learn all Screen element of Tally 9.0
2. Student will learn direct command area (calculator)
3. Student will learn all F11 Features and F12 Configuration for better handle tally s/w
4. Students will be able to work on accounting of business by creating company in Tally

Part B
Programme: Bachelor of Commerce (Semester IV)

Code of the course	Title of the course/subject	Total of periods
BC-	Information Technology and Business Data Processing II	45

Course outcomes

Students will be able to –

1. Familiarized with basics of information technology
2. Understand Computerized Accounting Package for business data processing

Unit	Topic	No. of Periods
Unit I	Information Technology 1.1 Introduction to <i>Information Technology</i> 1.2 Characteristic of <i>Information</i> 1.3 Types of Information Technology 1.4 Use of Information Technology in Organization	9
Unit II	Computerized Accounting software Package 2.1 Introduction to Computerized Accounting Software Package 2.2 Advantages and the limitations of Computerized Accounting Software 2.3 Opening screen of Tally 2.3.1 Gateway of Tally 2.3.2 Button panel 2.3.3 Direct command area/calculator 2.4 Business Company in Tally 2.4.1 Company creation Procedure 2.4.2 Company alteration Procedure 2.4.3 Company deletion Procedure 2.4.4 Company features 2.4.5 Company configuration	9
Unit III	Practically Accounting with Tally 3.1 Accounting features 3.1.1 Primary Groups/ Secondary group Procedure 3.1.1.1 Creation, alteration, deletion Procedure 3.1.2 Ledgers (single/multiple) 3.1.2.1 Creation, alteration, deletion, creating Procedure 3.1.3 Vouchers: Contra, payment, receipt, journal, sales, purchase	9
Unit IV	Inventory feature of Tally 4.1 Stock group, Stock item creation Procedure 4.1.1 Create, alter, delete Procedure 4.2 Units of measures 4.2.1 Simple units of measures 4.2.2 Compound units of measures 4.3 Godown – Create /Alter/ delete Procedure 4.4 Inventory vouchers 4.4.1 Item transfer 4.4.2 Sales order 4.4.3 Purchase order	9
Unit V	Tally reports and Tax features 5.1 Trial balance 5.2 Profit and loss account 5.3 Ratio analysis 5.4 Stock summary 5.5 Balance sheet 5.6 Indian tax system 5.6.1 TDS (Tax deduction at source) 5.6.2 TCS (Tax collection at source) 5.6.2 GST (Goods and Service Tax) 5.6.3 Computation of GST	9

6. एस. एम. कोलते :-भारतीयवितीयप्रणाली.
7. डॉ. सुभाषगुर्जर :-बैंकिंगसंकल्पनाआणिकार्यप्रणाली.

Part B

Programme: Bachelor of Commerce (Semester IV)

Code of Course: Subject	Title of Course: Subject	Total No. of Periods
B.C. 46	Indian Financial System	75

CO's

1. To understand the structure & function of Indian finance System.
2. To provide an insight in to the various types of bank & Its function.
3. Application of Capital Market.
4. Application of Stock Exchange.
5. Application of SEBI as a regulatory authority.

Unit	Content	No. of Period
Unit-1	Indian Financial Market: Meaning , Features, Kinds of Finance Definition & Significances of Indian Finance Market Structure & Organisation of Financial Market Function of Indian Financial Market Problems & Importance of Finance System in India	13
Unit-2	Indian Banks: Brief History , Definition, & Nature of Banks Classification of Indian Banks Banking Services- ATM, CDM, Debit & Credit Card E-Banking Concept & Importance Importance of Banking Services in India	13
Unit-3	Commercial Banks : Meaning & Definition of Commercial Banks Function of Commercial Banks Credit Creation Process of Commercial Banks Limitation of credit Creation Process Role of Commercial Bank in India	13
Unit-4	Reserve Bank Of India History, Definition & Importance of RBI Functions of RBI Credit Control Methods – Quantitative Method Credit Control Methods – Qualitative Method Role of RBI in Indian Economy	12
Unit-5	Stock Exchange Meaning & Concept of Capital Market History , Feature & Component of Stock Exchange Structure & Function of Indian Stock Exchange Role & Importance of Indian Stock Exchange SEBI Regulatory Authority of Stock Exchange	12
Unit-6	Skill Enhancement Module 1. Financial Market – Visit the nearest Commercial Bank 2. Indian Banks loan issuing process & Processor 3. Stock Exchange : Visit online Stock Sale & Buying & fluctuations of Nifty & Sensex **Activities : Assignment , Seminar, Bank Field Visit	12

Reference Book :

1. Gupta S.B. :- Monetary Planning Of India
2. Khan M.Y. :- Indian Financial System Theory & Practices.
3. K.B. Ingle :- Insurance & Banking
4. G.V. Kayande :- Fundamentals of Banking
5. डॉ. सुधीरबोधनकर , डॉ. मेघाबोधनकर :- भारतीय बैंकिंग प्रणाली



VI	Skill Modules 1 Compute income from Salary of any person you know 2 Compute income from House Property of a person who has given his house on rent 3 Which deductions will you suggest to your father/ brother/ uncle so that he can save tax lawfully 4 In your house which assets are capital assets 5 Fill Form No. 16 6 Who can and cannot opt for ITR-1 7 Who can and cannot opt for ITR-2 8 Who can and cannot opt for ITR-3 9 Who can and cannot opt for ITR-4 10 Explain the procedure to file Income Tax Returns	8
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BOOKS RECOMMENDED:

1. Direct Tax Laws – Singhania
2. Income Tax – Mehrotra & Goyal
3. Students' Guide to Income Tax including GST – Dr. Vinod Singhania
4. Handbook on Income Tax – CA Raj K. Agrawal
5. Direct Taxes – Dr. Vinod Singhania
6. Income Tax – CS K. K. Agrawal
7. Practical Approach To Income Tax – Dr. Girish Ahuja & Dr. Ravi Gupta

2. Levin Richard and David S. Rubin: Statistics for Management: (Publisher-Prentice Hall, Delhi)
3. D.N.Elhance.: Fundamentals of Statistics:
4. D.C.Sancheti, V.K.Kapoor: Statistics: Theory, Methods and Application: (Publisher - S.Chand)
5. Dr.Shukla& Sahay: सांख्यिकीकेसिद्धांत : .Sahitya Bhavan Publication, Agra
6. B.N.Gupta.: सांख्यिकीय
7. Ghosh R. K. & Shah S. : Business Mathematics, New Central Agency Pvt. Ltd. Calcutta
8. S.P.Gupta: Statistical Methods, Sultan Chand & Sons, New Delhi.
9. S.C.Gupta& V.K.Kapoor : Fundamentals of Applied Statistics,
10. Dr. Varsha S. Sukhadeve: Modern Approach to Statistics: By Sugawa Prakashan, Pune 30.
11. Dr. Varsha S. Sukhadeve: A Text Book on Business Mathematics & Statistics, Sugawa Prakashan, Pune.
12. Dr. Gupta B. N. : Statistics, Sahitya Bhavan Publication, Agra
13. डॉ. शुक्लएवंसहाय: व्यवसायिकसांख्यिकीय, साहित्यभवनपब्लिकेशन, आगरा
14. सांख्यिकीतत्वआणिव्यवहार:एस. एस. कोलते, पिंपळापुरे&डॉ. पब्लिशर्स, नागपूर.
15. डॉ. शुक्लएस. एम. व्यवसायिकगणित, साहित्यभवनप्रकाशन, आगरा
16. Dr. Mohata & Dr. Kotak : Business Mathematics, Saijyoti Publication, Nagpur
17. D. C. Sancheti & Kapoor V. K :Business Mathematics, Sultan Chand & Sons, New Delhi.

Part – B

Programme: Bachelor of Commerce (Semester IV)

Code of Course: Subject	Title of Course: Subject	Total No. of Periods
B.C.- 44	Business Mathematics & Statistics	75

Course Outcomes: After going through the subject Business Mathematics & Statistics, the students will be able to:

1. Apply the concepts of Highest Common Factor (HCF) and Lowest Common Multiple (LCM) to find the HCF and LCM of two or more integers.
2. Solve linear equations involving one variable and two variables using appropriate methods such as substitution, elimination and graphical representation.
3. Understand the concept of ratio and proportion and apply them to solve problems involving direct and indirect proportions and in various real-life scenarios.
4. Understand the concept of simple interest and compound interest. Calculate simple interest and compound interest using appropriate formulas and methods.
5. Comprehend the concept of percentage and its applications.
6. Differentiate between primary and secondary data and select appropriate data collection methods for different research situations, organize and construct frequency distributions to summarize and represent data effectively.
7. Calculate and interpret measures of central tendency, Dispersion and its coefficient.
8. Define index numbers and understand their meaning, characteristics, importance, and various applications in economics and business. Interpret and analyze index numbers to measure changes in variables over time.
9. Understand the construction and application of aggregative index numbers and Fisher's Ideal Index Number formula to measure changes in a group of related variables and analyze their significance.
10. Understand the basics of correlation and its statistical analysis. Learn to calculate and interpret the coefficient of correlation using Karl Pearson's formula for both grouped and ungrouped data. Understand and compute probable error to determine the reliability of the coefficient of correlation.

Unit	Contents	No. of Periods
Unit I	1.1 HCF & LCM of Two or More Integers 1.2 Linear Equation with One & Two Variables 1.3 Ratio & Proportion 1.4 Simple Interest & Compound Interest 1.5 Percentage 1.6 Discount	13
Unit II	2.1 Meaning & Definitions of Statistics 2.2 Significance Scope and Limitations of Statistics 2.3 Data Collection: - Primary & Secondary Data, Construction of Frequencies. 2.4 Measurement of Central Tendencies: - Mean, Median & Mode	13
Unit III	3.1 Meaning & Definitions of Standard Deviation, Co-efficient of Variation, Problems on Standard Deviation and Coefficient of Variation.	12
Unit IV	4.1 Index Number: Meaning, Characteristics, Importance and Uses. 4.2 Construction of Index Numbers: - 4.2.1 Aggregative Index Number 4.2.2 Fisher's Ideal Index Number	12
Unit V	5.1 Correlation: Meaning & Definition 5.2 Co-efficient of Correlation Karl Pearson's Formula, Calculation of Co-efficient of Correlation in grouped & ungrouped data. 5.3 Probable error.	13
Unit VI	Skill Enhancement Module 1.1 Collect data and construct series. 1.2 Analyse and describe data with data descriptor and find correlation	12

Skill Enhancement Module Outcomes: After going through the Skill Enhancement Module, the student will be able to:

- a) Collect relevant data from various sources and organize it into appropriate series or datasets. Apply suitable methods to clean and format the collected data for analysis.
- b) Apply descriptive statistics to analyze and summarize data, including measures of central tendency, dispersion, and graphical representation. Use appropriate techniques to find and interpret the correlation between variables in a dataset.

Reference Books:

1. Hood R.P.: Statistics for Business and Economics: (Publisher : Macmillan, New Delhi)

1	Prose 1)Values in Life -Rudyard Kipling 2)Ramchandra and Laxman Kirloskar 3)Akio Morita	14
2	Poetry 1)Ode to the West Wind— P.B.Shelley 2)Paper Boats— Rabindranath Tagore 3)It is Needless to Ask of a Saint - Saint Kabir	10
3	Communication and Soft Skills 1)Role Play 2)Drafting an E- mail 3)Applying for a Job	12

Question wise Distribution of Marks

Prose- Q.1) A) Solve any One long questions out of Two. - 5 Marks
 B) Solve any Two short questions out of Three. - 6 Marks

Poetry- Q.2)
 A) Solve any One long question out of Two. - 5 Marks
 B) Solve any Two short questions out of Three. - 4 Marks

MCQ- Q.3) Attempt all multiple choice questions based on prose and poetry- 10 Marks

Communication and Soft Skills-
 Q. 4) Solve any Two questions out of Three. - 10 Marks

Internal Assessment

1)Assignment - 5 Marks
 2)Class Test - 5 Marks



Sant Gadge Baba Amravati university, Amravati

Compulsory English - 50 Marks
B.Com.II- Sem.III

Title of the book- **Pristine** - By Board of Editors and Published by Orient Black Swan

Code of the Course/Subject	Title of the Course/Subject	Total number of Periods
BC 31	English	36

CO's:

- 1) To acquaint with the eminent entrepreneurs of the world
- 2) To acquaint with the work culture in corporate world
- 3) To instill moral values among the students
- 4) To make them able to communicate skillfully with ICT
- 5) To enrich them with fluency and soft skill based in English
- 6) To make them skillful in drafting and professional skills.

Unit 1- Prose-

- 1) Values in Life —Rudyard Kipling
- 2) Ramchandra and Laxman Kirloskar
- 3) Akio Morita

Unit 2- Poetry-

- 1) Ode to the West Wind— P.B.Shelley
- 2) Paper Boats — Rabindranath Tagore
- 3) It is Needless to Ask of a Saint- Saint Kabir

Unit 3-Communication and Soft Skills-

- 1) Role Play
- 2) Drafting an E-mail
- 3) Applying for a Job

Code of the Course/Subject	Title of the Course/Subject	Total number of Periods
BC 41	English	36

Unit	Content	Number of Periods
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4. Khan M.Y:- Indian Financial System Theory & Practices.
5. Mithani D.M.:- Money, Banking, International Trade and Public Finance, Himalaya publishing house New Delhi
6. RBI bulletins
7. डॉ.सुधीरबोधनकर., डॉ. मेघाबोधनकर: भारतीयबैंकिंगप्रणाली
8. अहिररावजितेंद्र: पैसाववित्त
9. माधवशेळके: मौद्रिकअर्थशास्त्र
10. झामरेजी. एन. : मुद्राआणिवित्तीयपद्धती
11. वाकोडेविजय, रिठेमहादेव: मौद्रिकप्रणालीप्रशांतपब्लिकेशनजळगाव

Part - B

Programme: Bachelor of Commerce (Semester III)

Subject code	Title of the subject	Total No. of periods
B.C.-36	Indian Monetary System	75

Course Outcome:

1. To understand the structure & function of Indian Monetary System.
2. To enable students to understand the functions, importance and kinds of money.
3. Application of Money Market.
4. To understand the Inflation and Deflation targeting with special reference to India.
5. To understand the Effect of Demonetization on various sectors in Indian economy.

Unit	Content	No. of Periods
Unit-1 1.1 1.2 1.3 1.4	MONEY: Barter System of Exchange and its Problems Brief History, Meaning and Definition of Money Functions and Importance of Money Various Kinds of Money	13
Unit-2 2.1 2.2 2.3 2.4	VALUE OF MONEY: Demand for Money – Meaning and Determinants Supply of Money – Meaning and Determinants Demand-Supply Equilibrium, Value of Money, Fishers Quantity Theory of Money	13
Unit-3 3.1 3.2 3.3 3.4	PRICE FLUCTUATIONS: Meaning, Definition and Causes of Inflation Effect of Inflation on Indian economy Meaning, Definition and Causes of Deflation Effect of Deflation on Indian economy	13
Unit-4 4.1 4.2 4.3 4.4	MONEY MARKET: Concept, Objectives and Features of Money Market Structure and Components of Indian Money Market Functions and Importance of Money Market Institutions and Instruments of Money Market	12
Unit-5 5.1 5.2 5.3 5.4	DEMONETIZATION IN INDIA: Brief History & Concept of Demonetization in India Objectives and Causes of Demonetization in India Merits and Demerits of Demonetization Effect of Demonetization (Nov. 2016) on various sectors in Indian economy	12
Unit-6	SKILL ENHANCEMENT MODULE: 1. Money Market – Visit the nearest Commercial Bank, Cooperative Bank, Post Office, LIC Office, Money Lender (Any One) 2. Observe the Price Fluctuations in Mandi Market. 3. Survey on Demonetization **Activities: Group Discussion, Seminar, Field Visit, Field Work, Survey	12

Reference Books:

1. Gupta S.B. :- Monetary Planning Of India
2. G. N. Halm :- Monetary Theory
3. H.N. Gerg :- Money Banking



Part – B
Programme: Bachelor of Commerce (Semester III)

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
B.C.-35	Auditing	75

Course Outcomes:

The students will be able to -

1. Acquire Profound knowledge about Auditing
2. Understand the Auditing Procedure
3. Identify any discrepancies in the financial reports of an organization or institution
4. Analyze the financial reports and records of any institution/organization
5. Prepare an Audit Report of any institution/organization.
6. Understand the duties and liabilities of a company auditor.
7. Understand skills required for Auditing

Unit	Topics	No. of Periods
I	1.1 Meaning and Scope of Audit, commencement of audit 1.2 Audit planning, Audit Programme, Audit and Book, Audit Working Papers 1.3 Objectives and Advantages of Auditing, Difference between Accounting and Auditing	13
II	2.1 Types of Audit Interim Audit, Continuous Audit, Concurrent Audit and Annual Audit, Statutory Audit 2.2 Auditors appointment- duties and responsibilities and liabilities	13
III	3.1 Internal Check System: Routine Checking, Internal Check, Internal Control, and Procedure 3.2 Concept of Vouching, Verification of Assets and Liabilities	13
IV	auditors report- contents of audit report types of report features of auditor report importance of good audit report	13
V	5.1 Company Audit: Company Auditor, Appointment, Power Duties and Liabilities of Auditor Auditor's Report 5.2 Audit of Banking and Educational Institutions.	13
VI	Skill Modules :- 1. Visiting an Auditor/C.A. Office and understanding the actual work of Auditing in the Auditor Office. 2. Internal Check of vouching as per recorded transaction of any institution/organization 3. Analyzing the financial reports and records of any institution/organization	10

BOOKS RECOMMENDED:

- 1) Principles and Practice of Auditing, Dinkar P. Gare, Sultan Chand & Publication New Delhi.
- 2) Auditing Principles and Practice, V. Gurumothi & R. Swarnalakshmi Charulata Publication Mumabai
- 3) अंकेंक्षण – डॉ. एकनाथ हेलगे : प्रशांत पब्लिके शन्स, जळगाव



- 5) Perform the calculations using formulas.
- 6) Perform the calculations using functions.
- 7) Page Setup of Spreadsheet
- 8) Create various charts and graphs.
- 9) Students will learn to printing Spreadsheet, salary sheet and mark sheet .

List of Practical's:

1. Insert, delete cell, column and rows.
2. Modify the height and width of the cell, row and column.
3. Perform data entry in the cell and align it horizontally and vertically.
4. Sort the given data.
5. Perform insert, delete, move, copy and rename with the sheet.
6. Use the Formulas on given data.
7. Use the Functions on given data.
8. Creating multiple charts and graph with the given data.
9. Create Salary sheet with the help of given data.
10. Create mark sheet with the help of given data.
11. Setting Page Margins and Setting the Page Orientation
12. Proofing, saving and Printing a Spreadsheet.

Division of Marks for Practical's

Record Preparation	10 Marks
Practical Performance	10 Marks
Viva-Voce	10 Marks
Marks Description	10 Marks
Practical Total	40 Mark

Part B

Programme: Bachelor of Commerce (Semester III)

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
B.C.-37	Information Technology & Business Data Processing-I	45

Course Outcomes:

The students will be able to –

1. Get information about usage of data and how to process the data.
2. Know about DBMS and data warehousing.
3. Become aware about different types of data processing.
4. Know about Spreadsheet Package and its components with formatting.
5. Prepare formulas, functions and charts with complete formatting and page setting.

Unit	Topics	No. of Periods
I	Data and Data Processing: 1.1 Concepts and Use of Data in Computing. 1.2 Concept of Data processing and its types – manual, mechanical and electronic.	7
II	Database and Data warehousing: 2.1 Concept of Database, Objectives and Need of Database. 2.2 Concept, Need and Advantages of Data Warehousing.	7
III	Database management System: 3.1 DBMS Concept, Characteristics, Objectives, Advantages, Limitations, 3.2 Components of DBMS. DBMS Models: Hierarchical, Network and Relational.	7
IV	Spreadsheet Package: MS-Excel 2021 / Higher: 4.1 Spreadsheet Basics: Introduction to Spreadsheet Package, Concept, Advantages and uses of spreadsheet. Components of Spreadsheet Windows, Columns & Rows, Cell, Cell Address, Cell Range, Cell Pointer, Sheet Tabs, Formula bar. 4.2 Working in Worksheet: Data entry, Alignment of data in a Cell, Inserting & Deleting Cell, Rows and Columns, Changing the Column width and Row height.	13
V	Formulas, Functions and Chart in Excel: 5.1 Formulas and Functions: Introduction, structure of Formula, sorting the data. Working with Common Excel Functions: SUM, AUTOSUM, IF, AVERAGE, MEDIAN, MAX, MIN, UPPER, LOWER, CAGR. 5.2 Chart in Excel: Introduction, Types, Creating and formatting a Chart Displaying. Page Setup, Saving and Printing of Worksheet.	11

Books Recommended:

1. Microsoft Office Excel 2007 Free Text Book at BOOKBOON.COM
2. Curtis D. Fry "Microsoft Excel 2007 Step by Step" Published by Microsoft Press
3. MS OFFICE (BPB)
4. Pradeep K. Sinha and Priti Sinha's "Fundamentals of Computing" BPB Publication.
5. Alexis Leon and Mathews Leon's Fundamentals of Information Technology "Published by Leon Vikas.
6. Dr. Uday S. Kale "ekfgrhra=Kku o O;kolkf;dekfgrhpslaLdj.k" Sainathprakashan Nagpur.
7. Prof. S. M. Kolte, "ekfgrhra=Kku o O;kolkf;dekfgrhpsizfdz; kPimpalapur& co. publisher, Nagpur.

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
BC-37	Information Technology & Business Data Processing-I (Practical)	30

Course Outcomes:**Students will be able to do at the end of practical's:**

- 1) Prepare new Spreadsheet and perform insert, delete and formatting.
- 2) Perform Data entry in the cell.
- 3) Perform sorting on the given data.
- 4) Formatting of row, column and cell.



Part B

Programme: Bachelor of Commerce (Semester III)

Code of Course: Subject	Title of Course: Subject	Total No. of Periods
B.C.33	Company Accounts	75

Course Outcomes: After going through the subject Company Accounts, the students will be able to:

1. Understand the process with its legal requirements for issuing, forfeiting, and re-issuing equity shares. Apply the relevant accounting treatments and procedures for recording these transactions.
2. Comprehend the format and requirements of Schedule VI Part I & II of the Companies Act 2013 for preparing the final accounts and financial statements of a company. Also, prepare the final accounts and financial statements of a company in accordance with the prescribed schedule and guidelines.
3. Understand the concept and accounting treatment for profit earned before the incorporation of a company and apply the appropriate methods for calculating and disclosing profit prior to incorporation in the financial statements.
4. Gain knowledge of the concept of amalgamation and the different types of amalgamation. Understand the accounting treatment for amalgamation, including the preparation of amalgamation accounts and the treatment of assets, liabilities, and reserves.
5. Comprehend legally the concept of absorption and accounting aspects involved in the absorption of a company. Apply the relevant accounting procedures and treatments for recording the absorption of a company.

Unit	Contents	No. of Periods
Unit I	Issue, Forfeiture and Re-issue of Equity Share	12
Unit II	Final Accounts and Financial Statement of Company (Schedule VI Part I & II)	13
Unit III	Profit Prior to Incorporation	12
Unit IV	Amalgamation of Company	13
Unit V	Absorption of Company	13
Unit VI	Skill Enhancement Module 6.1 Visit to account section of industry or C.A. Office to understand how to prepare various schedules for final accounts of companies as per Company Act 2013. 6.2 Organize group discussion on amalgamation and absorption of company 6.3 Have a Group Discussion by collecting any published Balance Sheet of Listed Company	12

Skill Enhancement Module Outcomes: After going through the Skill Enhancement Module, the student will be able to:

- a) Gain practical exposure by visiting the account section of an industry or C.A. Office to understand how to prepare various schedules for the final accounts of companies as per the Companies Act 2013. Also, prepare a comprehensive report documenting the learnings and observations from the industry visit.
- b) Organize and actively participate in a group discussion on the topic of amalgamation and absorption of companies, covering relevant aspects including legal and practical scenarios.
- c) Sharpen critical thinking skills by evaluating financial information, drawing insights, and formulating thoughtful arguments based on the data presented in the Balance Sheet.

Reference Books:

1. Shukla M.C., Grewal T.S. & Gupta S.C., Advanced Accounts Vol.II
2. Gupta R. L. & Radhaswamy M.: Advanced Accountancy Vol.II Sultan Chand & Sons, New Delhi
3. Maheshwari N.: Advanced Accountancy Vol.I
4. Agrawal B.D.: Financial Accounting Advanced Vol.II
5. Dr. Shukla S.M. & Dr. Gupta S.P.: Corporate Financial Accounting, Sahitya Bhavan Publication, Agra
6. Copde L.N., Chaudhary D.H., Dr. Rathil Raju L.: Company Accounts
7. Dr. Arulanandam M. A. & Dr. Raman K. S. Advanced Accountancy, Himalaya publishing house, New Delhi
8. Jawahar Lal: Advanced Management Accounting S. Chand & Co. Ltd. New Delhi
9. Dr. Golait Vasudeo & Dr. Karangale L. K.: Company Accounting, Prashant Publication, Jalgaon
10. Accounting Objectives: Dr. Mangate B. S Sainyoti Publication, Nagpur
11. Maheshwari S.N. & Maheshwari S. K.: An Introduction to accountancy Vikas Publication House New Delhi
12. खंडेलवाल एम. सी. डॉ. जैन डी. सी एवं पारीक एच एस : उच्चतर लेखांकन, रमेश बुक डिपो, जयपुर
13. मोहरीरकिशोर, चोरपडे प्रदीप लाल जेवाल जयंत केदार यशोदा: वित्तीय लेखांकन व अंकेक्षण, दासगणु प्रकाशन नागपुर
14. डॉ. शुक्ल एस. एम. एवं डॉ. गुप्ता एस. पी.: निगम लेखांकन, साहित्य भवन पब्लिकेशन, आगरा
15. ए. एस उखलकर: निगम लेखांकन, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपुर



Part B

Programme: Bachelor of Commerce (Semester IV)

Code of Course: Subject	Title of Course: Subject	Total No. of Periods
B.C.-43	Corporate Accounts	75

Course Outcomes: After going through the subject Corporate Accounts, the students will be able to:

1. Understand the meaning of goodwill, its characteristics and the need for its valuation, demonstrate knowledge of the methods used for the valuation of goodwill.
2. Comprehend the meaning of shares, their characteristics, and the need for their valuation, as also apply some of the methods.
3. Interpret and prepare the final accounts of a company during liquidation.
4. Demonstrate an understanding of the preparation of final accounts for a banking company, including schedule-wise Profit & Loss Account and Balance Sheet.
5. Understand the meaning of fund and funds flow along with the objectives, limitations, and uses of a Funds Flow Statement, as also solve problems related to the preparation and interpretation of Funds Flow Statements.

Unit	Contents	No. of Periods
Unit I	1.1 Valuation of Goodwill: Meaning of Goodwill, Characteristics, Need, Methods of Valuation of Goodwill 1.2 Problems on following Method: 1.3 Average Profit Method 1.4 Super Profit Method 1.5 Capitalization Method	13
Unit II	2.1 Valuation of Shares: Meaning of Shares, Characteristics, Need, Methods of Valuation of Shares 2.2 Simple Problems on following methods: 2.3 Net Asset Method 2.4 Yield Method	13
Unit III	Liquidation of Company (Liquidator's Final Statement of Accounts)	13
Unit IV	Final Accounts of Banking Company (Schedule wise Profit & Loss Account & Balance Sheet)	13
Unit V	5.1 Fund Flow Statement: Meaning of Fund & Funds Flow 5.2 Objectives, Limitations, uses of Funds Flow Statement 5.3 Problems on Funds Flow Statement	13
Unit VI	Skill Enhancement Module: 6.1 Visit to any Bank to learn the process of accounting 6.2 Preparation & Submission of Visit Report 6.3 Extract Share Value of any Published Balance Sheet of a Listed Company	10

Skill Enhancement Module Outcomes: After going through the Skill Enhancement Module, the student will be able to:

- a) Gain practical knowledge by visiting a bank and learn about the accounting process and documenting.
- b) Organize and actively participate in a group discussion on relevant corporate accounting topics.
- c) Enhance ability to navigate and interpret the Balance Sheet of a listed company to identify relevant information related to share value calculation.

Reference Books:

1. M.C. Shukla, T.S. Grewal & S.C. Gupta, Advanced Accounts Vol. II
2. R. L. Gupta & M. Radhaswamy, Advanced Accountancy Vol. II Sultan Chand & Sons, New Delhi
3. N. Maheshwari, Advanced Accountancy Vol. II
4. B.D. Agrawal, Financial Accounting Advanced Vol. II
5. Dr. S.M. Shukla, Dr. S.P. Gupta- Corporate Financial Accounting, Sahitya Bhavan Publication, Agra
6. L.N. Copde, D.H. Chaudhary, Dr Raju L. Rathi : Company Accounts.
7. Dr. Arulanandam M. A. & Dr. Ra (Marathi & English)
8. Maheshwari. S. N. : Corporate Accounting, Vikash Publishing House, New Delhi.
9. Prof. Kulat Sharad & Dr. Mohata Ashish P. : Corporate Accounting (Marathi & English), Saijyoti Publication, Nagpur
10. Dr. Golait D. Vasudeo & Dr. Karangale L. K. : Corporate Accounting & Dr Anil Tirkar Prashant Publication, Jalgaon
11. Maheshwari S.N. & Maheshwari S. K. : An Introduction to accountancy Vikas Publication House New Delhi



	सर्जनशीलता, विपणन कौशल्य, व्यवस्थापन कौशल्य, मेहनती वृत्ती		
५	संवाद लेखनाचे तंत्र- चित्रपट व मालिकांसाठी संवाद लेखन, नभोवाणीसाठी संवाद लेखन.		
६	राष्ट्रसंत तुकडोजी महाराजांची संवाद शैली		
७	गाडगे बाबांची संवाद शैली	दहा तासिका	
८	संवाद शैलीचा नमुना - अखेरचे कीर्तन		
९	संवाद कौशल्याचे नमुने		

मूल्यमापन/कृतिशील उपक्रम :

- १) आपल्या परिसरातील श्रमजीवी वर्गातील घटकांची मुलाखत घेऊन त्यांच्या समस्या/अडचणी आपल्या शब्दात व्यक्त करा.
- २) समाजातील बहिष्कृत घटकांच्या मुलाखती घेणे (उदा. तृतीय पंथी, भटके विमुक्त, आदिवासी, समाजातील इतर घटक)
- ३) यशस्वी लघु उद्योजकांची मुलाखत, उत्कृष्ट शेतकरी मुलाखत, एखाद्या क्षेत्रात उत्कृष्ट कामगिरी करणाऱ्या युवकांची मुलाखत, समाजातील विविध क्षेत्रात काम करणाऱ्या स्त्रियांच्या मुलाखती.
- ४) सहकार, अध्यात्म, क्रीडा, सांस्कृतिक, साहित्य या क्षेत्रात काम करणाऱ्या व्यक्तींच्या मुलाखती.
- ५) महिला बचतगटात काम करणाऱ्या यशस्वी महिलांच्या मुलाखती. समाजातील विविध घटकांसाठी काम करणाऱ्या व्यक्तींच्या मुलाखती अथवा त्यांच्यासाठी काम करणाऱ्या मान्यवरांच्या मुलाखती अथवा कृतिशील उपक्रम राबवावे.

गुण विभागणी	(एकूण ५० गुण)
घटक चाचणी (नेमलेल्या अभ्यासक्रमानुसार)	२५ गुण
चर्चासत्र/मुलाखत	०५ गुण
प्रात्याक्षिक (कृतिशील उपक्रमावर)	२० गुण
एकूण	५० गुण

Generic Open Elective Course
Communication Skill in Marathi
अभ्यासक्रम संवाद कौशल्ये

नेमलेले पाठ्यपुस्तक : संवाद कौशल्ये : डॉ. गणेश मालटे, डॉ. ममता इंगोले,
अथर्व पब्लिकेशन्स, जळगाव

अभ्यासपत्रिकेची निष्पत्ती (COs) :

- १) अभ्यासक्रमाच्या माध्यमातून विद्यार्थ्यांची विविध संवाद कौशल्ये यांचा पाया मजबूत होईल.
- २) संवाद कौशल्यांची आकलन क्षमता वाढेल.
- ३) संवाद कौशल्याने ज्ञानाची विविध क्षेत्र खुली होतील.
- ४) संवाद कौशल्याने आत्मभान प्राप्त होईल.
- ५) विविध क्षेत्रातील ज्ञानाच्या कक्षा रुंदावतील.
- ६) सामाजिक, जाणिवेचे भान प्राप्त होतील.
- ७) मानवी मूल्यांची रुजवणूक होईल.
- ८) श्रमाची प्रतिष्ठा प्रस्थापित होण्यास मदत होईल.

अ.क्र.	अभ्यासपत्रिकेचे घटक	नेमलेले तास प्रति आठवड्याला दोन तास (एकूण ३० तास)	श्रेयांक 2 Credits
१	प्रास्ताविक, संवाद म्हणजे काय? प्रत्यक्ष संवाद, अप्रत्यक्ष संवाद, औपचारिक संवाद, अनौपचारिक संवाद निवेदन, वक्तृत्व, ई - संवाद.	दहा तासिका	02
२	संवाद कौशल्यासाठी आवश्यक घटक - वाचन - आशयाकडे लक्ष देणे, आधी आकलन नंतर मूल्यमापन, एकाग्रता, भावनिक अडथळा, विचार-उच्चार वेग, चिंतन-मनन, श्रवण, व्याख्या, श्रवण प्रक्रिया व त्या प्रक्रियेची अंगे, लक्षपूर्वक ऐकणे, संदर्भ लक्षात घेणे, भाषाशैलीकडे लक्ष देणे., श्रवणाचे उद्देश - श्रवण करावे लागणे, ज्ञानार्जन, मनोरंजन, सामाजिक आंतरक्रियेचा भाग, सृजनशीलतेचा विकास, भाषा विकास		
३	संवाद कौशल्याचे प्रकार - आत्मसंवाद, दुहेरी संवाद, गट संवाद किंवा जनसंवाद, मौखिक संवाद, अमौखिक संवाद.		
४	संवाद कौशल्याचे तंत्र - अभ्यास, शब्दसंग्रह, मांडणी, देहबोली, भाषण, सादरीकरण, मुलाखत, प्रभावी नेतृत्व, जनसंपर्क,	दहा तासिका	

संवाद कौशल्ये अतिशय महत्त्वाची ठरतील. समाजातील माणसाला माणसाशी जोडण्यासाठी त्यांच्या विचारांची आदान-प्रदान करण्यासाठी, भावना अभिव्यक्त करण्यासाठी त्यातील चांगले संस्कार मूल्य जपण्यासाठी संवाद कौशल्ये अतिशय महत्त्वपूर्ण ठरतील.

अभ्यासक्रमाची निष्पत्ती (POS):

- १) मानवी मूल्यांची जपवणूक करता येईल.
- २) श्रमाच्या प्रतिष्ठेचे महत्त्व समजावून सांगण्यासाठी संवाद कौशल्ये महत्त्वाची ठरतील.
- ३) संतांनी सांगितलेल्या मानवतेच्या विचारांचा वारसा पुढे नेता येईल.
- ४) संवादाच्या माध्यमातून मानवी मूल्यांची रूजवणूक होण्यासाठी महत्त्व होईल.
- ५) स्वातंत्र्य, समता, बंधूता, न्याय ही सामाजिक मूल्य आत्मसात करता येतील.
- ६) विवेकशील सदगुणी व सुयोग्य नागरिक निर्माण करण्यासाठी मदत होईल.
- ७) मानवी मूल्यातून आत्मविश्काराची निर्मिती होईल.
- ८) संवाद कौशल्याच्या माध्यमातून मानवतेचा विचार जोडता येईल. चारित्र्य व श्रमप्रतिष्ठा या तत्त्वांना प्राधान्य प्राप्त होईल.
- ९) विद्यार्थ्यांचा नैतिक विकास करणे, मूल्यसंस्कारातून चारित्र्य संपन्न व्यक्तिमत्त्व घडविणे व त्यातून श्रमाधिष्ठीत व्यवस्था निर्माण करणे.

अभ्यासक्रमाची विशिष्ट निष्पत्ती (PSOS) :

- १) विविध प्रकारच्या संवाद कौशल्यांच्या माध्यमातून विद्यार्थ्यांच्या अंगी सज्जनशीलता निर्माण होईल.
- २) संवाद कौशल्याच्या माध्यमातून व्यवहारिक व उपयोजित ज्ञान विद्यार्थ्यांना प्राप्त होईल.
- ३) संवाद कौशल्यांच्या विविध घटकांची माहिती विद्यार्थ्यांना होईल.
- ४) संवाद कौशल्यांच्या तंत्रातून सज्जनशीलता, विपणन कौशल्य, व्यवस्थापन कौशल्य यासारख्या विविध कौशल्यांचे ज्ञान प्राप्त होईल.
- ५) संवाद लेखनाच्या तंत्राने लेखन क्षमता अभिव्यक्त होईल.
- ६) राष्ट्रसंत तुकडोजी महाराज व संत गाडगे बाबा यांच्या संवाद शैलीच्या अभ्यासाने संवादाचे नवे तंत्र विकसित होईल व मानवी मूल्यांची जोपासना होईल.
- ७) संवाद कौशल्याच्या माध्यमातून समाजात काम करणाऱ्या विविध वर्गातील लोकांचा परिचय होईल.
- ८) संवाद कौशल्याच्या माध्यमातून व्यवसाय कौशल्य, विचार कौशल्य, संस्कार कौशल्य, श्रमप्रतिष्ठा कौशल्य निर्मिती होईल.

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती
पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२२-२३
Generic Open Elective Course
Communication Skill in Marathi
संवाद कौशल्ये

प्रस्तावना (Preamble) :

मानवाच्या जीवनात भाषा ही महत्त्वपूर्ण बाब आहे. मानवाचा विकास होण्यास, त्याचे व्यक्तिमत्त्व खुलून दिसण्यास भाषा अधिक परिणामकारक घटक आहे. दोन किंवा अधिक व्यक्ती एकत्र आल्या की, ते एकमेकांशी बोलतात. त्यालाच संवाद किंवा संभाषण असे म्हणतात. संवादाच्या माध्यमातून विचारांची देवाणघेवाण होत असून व्यक्तीच्या विचारांना चालना मिळते. वर्तमान हे दररोज निरनिराळ्या प्रश्नांना आणि समस्यांना घेऊन आपल्यासमोर उभे राहत आहे. हे प्रश्न केवळ सामाजिक अथवा आर्थिक नाहीत, तर जीवनाच्या सगळ्याच क्षेत्रांना व्यापणारे आहेत. किंबहुना मानवी जीवनाच्या अस्तित्वालाच आव्हान देणारे आहेत. अशावेळी केवळ जीवन जगणे हाच पर्याय नाही, तर सन्मानाचे जीवन आपल्या वाट्याला यावे यासाठी प्रयत्न करणे गरजेचे आहे. आपल्या अंगी असणाऱ्या सर्जनशक्तीचा योग्य वापर करणे, स्वतःच्या ठायी असणाऱ्या कौशल्यांचा विकास करणे, नवी कौशल्ये जाणीवपूर्वक आत्मसात करणे दिवसेंदिवस अपरिहार्य होत जाणार आहे.

हे वास्तव लक्षात आल्यामुळे शिक्षण क्षेत्रात मागील काही वर्षात झपाट्याने बदल होत आहेत. अर्थकारणाची दिशा समजून घेऊन विद्यार्थी स्वतःला कसे सिद्ध करेल, याकडे विशेष लक्ष दिले जात आहे. विद्यार्थी हा ज्ञानवंत, प्रज्ञावंत तर व्हायलाच हवा, सोबतच तो कलावंत व्हावा, परंतु मानवी जीवनात श्रम अधिक महत्त्वाचे आहेत. म. गांधींनी श्रमाची प्रतिष्ठा आपल्याला सांगितली आहे. आजकाल बुद्धिजीवी वर्गाकडून श्रमाला कमी महत्त्व दिले जात आहे. ही चिंतनीय बाब आहे. बौद्धिक विकासाबरोबर शारीरिक विकासाही महत्त्वाचा असतो. मोठमोठे उद्योगधंदे केवळ बौद्धिक विकासावरच अवलंबून असतात असे नव्हे तर कुशल-अकुशल श्रमिकांचे परिश्रमही त्यासाठी महत्त्वपूर्ण असतात. समाजात श्रम प्रतिष्ठेला यासाठी महत्त्वाचे स्थान दिले पाहिजे की, समाजातील प्रत्येक व्यक्ती

महत्त्वाचा आहे. श्रमप्रतिष्ठा हे एक असे मूल्य आहे की, ज्याद्वारे व्यक्तीचा, समाजाचा व राष्ट्राचा योग्य दिशेने विकास होऊ शकतो. यामध्ये केवळ तात्त्विक बाब महत्त्वाची नसून श्रमाची कृतीशीलता महत्त्वाची आहे. श्रमाच्या कृतीशीलतेच्या जोरावरच विद्यार्थी आपल्या जीवनाला नवी दिशा देऊ शकतात. श्रमाच्या क्षमतेतून सर्वांगीण विकासाच्या क्षमता निर्माण होतात. माणूस म्हणून जगण्यासाठी मानवतेच्या दृष्टीकोनातून सर्वांगीण विकास होऊ शकतो. आम्ही सर्व एक आहोत. मानवता हाच खरा धर्म आहे हा विचार पेरण्याचे काम संवादाच्या माध्यमातून करता येईल. मानवी मूल्यांची जपवणूक करणे, ती समाजात रुजविणे, आणि योग्य प्रकारचे संस्कार मूल्य निर्माण करणे त्या करिता

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती
पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२२-२३
Generic Open Elective Course
Communication Skill in Marathi
संवाद कौशल्ये

- Generic open elective courses are to be designed for Values, ethics, spirit of Indian constitution, teaching of social saints etc.
- The courses of communication skills under GOEC will have PSO, CO and course contents from that perspective.
- The communication with downtrodden, marginalized section of society should lead to dignity of individual, harmony and dignity of labor.
- Hence the course contents should have teaching, preaching, communication style of social saints like Sant Gadge Baba, Rashtra Sant Tukodji Maharaj, skills to communicate with labors, domestic helps, marginalized sections including third genders, LGBT community, people from different strata of society.
- Expressing dignity of individual and dignity of labour, connecting masses should be thrust or focus of course contents in GOEC-communication skills in Marathi. Regards

Reference Books:

- १) प्रयोजनमूलक भाषा और कार्यालयी हिन्दी — डॉ. कृष्णकुमार गोस्वामी
- २) प्रयोजनमूलक भाषा — डॉ. रविन्द्रनाथ श्रीवास्तव
- ३) प्रयोजनमूलक भाषा — श्री विनोद गोदरे
- ४) प्रयोजनमूलक हिन्दी — डॉ. माधव सोनटके
- ५) प्रयोजनी हिन्दी स्वरूप और व्यापकता — गोपाल शर्मा
- ६) इक्कीसवीं सदी और हिन्दी पत्रकारिता — सं. अमरेंद्र कुमार निशांत सिंह सामायिक प्रकाशन, नई दिल्ली
- ७) जनसंचार और हिन्दी पत्रकारिता — डॉ. अर्जुन तिवारी, जयभारती प्रकाशन, लालजी मार्केट, मायन प्रेस रोड, इलाहाबाद-३
- ८) संपादित पुस्तक प्रयोजनमूलक हिंदी और अनुवाद-प्रो. डॉ. शंकर बुंदेले, बोके प्रिन्टर्स, अमरावती.

Weblink to Equivalent MOOC on SWAYAM if relevant:

Weblink to Equivalent Virtual Lab if relevant:

Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

Unit	Content
Unit I	4 (periods)
Unit II	4 (periods)
Unit III	4 (periods)
Unit IV	4 (periods)
Unit V	4 (periods)
Unit VI if applicable	4 (periods)
*SEM	
1.संचार कौशल में वृद्धि(मौखिक, गैर मौखिक, अलग कौशल) 2.छात्रों के प्रभावशीलता में वृद्धि होगी। 3.छात्र संचार कौशल के विभिन्न माध्यमों का उपयोग करने में सक्षम होंगे। 4..संचार क्षेत्र से छात्रों को रोजगार प्राप्त होगी।	
**Activities	संवाद कौशल से आपसी संबंधों को दर्शानेवाला संवाद लेखन 4/ (periods)

Sant Gadge Baba Amravati University, Amravati

Part B

Faculty: Humanities -

Programme: हिंदी संवाद कौशल (Communication Skills) GOEC

Employability Potential of the Programme:

Part B

Syllabus Prescribed for 2022-23 Year UG/PG Programme

Programme:

B.A. Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
	हिंदी संवाद कौशल (Communication Skills)	Per Week 4
	प्रश्न पत्र – सी.बी.सी.एस. हिंदी भाषा संवाद कौशल	

इकाई 1. संवाद कौशल

इकाई 2. युवा संवाद कौशल

इकाई 3. भाषिक कौशल में शब्दों का महत्व

1. एकार्थी शब्द-अनेकार्थी शब्द
2. पर्यायवाची शब्द
3. विनोदार्थी शब्द
4. अनेक शब्दों के लिए एक शब्द
5. समानार्थी शब्द

इकाई 4. साहित्यिक विधाओं का संवाद लेखन

इकाई 5. इलेक्ट्रॉनिक संचार कौशल का विकास :

1. ई-मेल
2. वेब पब्लिशिंग
3. फ्लैट्स अप/इंस्टाग्राम/टेलीग्राम/स्नैपचैट
4. फेसबुक

आंतरिक मूल्यांकन

संवाद कौशल से आपसी संबंधों को दर्शानेवाला संवाद लेखन

लिखित प्रश्न पत्र – ८० अंक

आंतरिक मूल्यांकन – २० अंक

कुल १०० अंक

प्रश्नपत्र का स्वरूप –

समय ३ घंटे

पूर्णांक – ८०

प्रश्न १ इकाई एक से एक प्रश्न विकल्प के साथ पूछे जायेंगे। 1x12=12

प्रश्न २ इकाई एक से एक प्रश्न विकल्प के साथ पूछे जायेंगे। 1x12=12

प्रश्न ३ इकाई एक से एक प्रश्न विकल्प के साथ पूछे जायेंगे। 1x12=12

प्रश्न ४ इकाई एक से एक प्रश्न विकल्प के साथ पूछे जायेंगे। 1x12=12

प्रश्न ५ इकाई एक से एक प्रश्न विकल्प के साथ पूछे जायेंगे। 1x12=12

प्रश्न ६ सम्पूर्ण पाठ्यक्रम पर आधारित कुल बीस प्रश्न पूछे जायेंगे, जिनमें से सभी प्रश्न को हल करना अनिवार्य होगा।

1x20=20 अंक

COs

1. संचार कौशल में वृद्धि(मौखिक, गैर मौखिक, श्रवण कौशल)
2. छात्रों के प्रभावशीलता में बढ़ोतरी होगी।
3. छात्रों में भाषिक कौशल का विकास होगा तथा उपयोग करने में सक्षम होंगे।
4. साहित्यिक विधाओं में कौशल्य विपुलता छात्रों में होगी।



Reference Books:

- १) प्रयोजनमूलक भाषा और कार्यालयी हिन्दी – डॉ. कृष्णकुमार गोस्वामी
- २) प्रयोजनमूलक भाषा – डॉ. रविन्द्रनाथ श्रीवास्तव
- ३) प्रयोजनमूलक भाषा – श्री विनोद गोवरे
- ४) प्रयोजनमूलक हिन्दी – डॉ. माधव सोनटक्के
- ५) प्रयोजनी हिन्दी स्वरूप और व्यापकता – गोपाल शर्मा
- ६) इक्कीसवीं सदी और हिन्दी पत्रकारिता – सं. अमरेंद्र कुमार निशांत सिंह सामायिक प्रकाशन, नई दिल्ली
- ७) जनसंचार और हिन्दी पत्रकारिता – डॉ. अर्जुन तिवारी, जयभारती प्रकाशन, लालजी मार्केट, मायन प्रेस रोड, इलाहाबाद-३
- ८) संपादित पुस्तक प्रयोजनमूलक हिंदी और अनुवाद-प्रो. डॉ. शंकर बुंदेल, बोके प्रिन्टर्स, अमरावती.

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Weblink to Equivalent Virtual Lab if relevant:

Any pertinent media (recorded lectures, YouTube, etc.) if relevant:



आंतरिक मूल्यांकन
गद्य, पद्य वाचन (दृश्य-श्राव्य माध्यम)

लिखित प्रश्न पत्र – ८० अंक
आंतरिक मूल्यांकन – २० अंक

कुल १०० अंक

प्रश्नपत्र का स्वरूप –

समय ३ घंटे

पूर्णांक – ८०

प्रश्न १ इकाई एक से एक प्रश्न विकल्प के साथ पूछे जायेंगे। 1x12=12
प्रश्न २ इकाई एक से एक प्रश्न विकल्प के साथ पूछे जायेंगे। 1x12=12
प्रश्न ३ इकाई एक से एक प्रश्न विकल्प के साथ पूछे जायेंगे। 1x12=12
प्रश्न ४ इकाई एक से एक प्रश्न विकल्प के साथ पूछे जायेंगे। 1x12=12
प्रश्न ५ इकाई एक से एक प्रश्न विकल्प के साथ पूछे जायेंगे। 1x12=12
प्रश्न ६ सम्पूर्ण पाठ्यक्रम पर आधारित कुल बीस प्रश्न पूछे जायेंगे, जिनमें से सभी प्रश्न को हल करना अनिवार्य होगा।
1x20=20 अंक

COs

1. संचार कौशल में वृद्धि(मौखिक, गैर मौखिक, श्रवण कौशल)
2. छात्रों के प्रभावशीलता में बढोत्तरी होगी।
3. छात्र संचार कौशल के विविध माध्यमों का उपयोग करने में सक्षम होंगे।
4. संचार कौशल से छात्रों को रोजगार प्राप्ति होगी।

Unit	Content
Unit I	4(periods)
Unit II	4(periods)
Unit III	4(periods)
Unit IV	4(periods)
Unit V	4(periods)
Unit VI if applicable	4(periods)
*SEM	
1.संचार कौशल में वृद्धि(मौखिक, गैर मौखिक, श्रवण कौशल) 2.छात्रों के प्रभावशीलता में बढोत्तरी होगी। 3.छात्र संचार कौशल के विविध माध्यमों का उपयोग करने में सक्षम होंगे। 4..संचार कौशल से छात्रों को रोजगार प्राप्ति होगी।	
**Activities	1. गद्य, पद्य वाचन (दृश्य-श्राव्य माध्यम) 2. परिचर्चा Add more if needed (periods)



Sant Gadge Baba Amravati University, Amravati

Part A**Faculty: Humanities -****Programme:** हिंदी संवाद कौशल (Communication Skills) GOEC**POs:**

- छात्रों में संवाद कौशल का विकास होगा।
- छात्रों के आत्मविश्वास में अभिवृद्धि होगी।
- अभिव्यक्ति कौशल में निपुणता आयेगी।
- संवाद कौशल के माध्यम से आपसी संबंधों में वृद्धि होगी।

PSOs:

- गद्य-पद्य के माध्यम से संवाद कौशल संश्लेषित होगा।
- संचार कौशल के विविध माध्यमों की जानकारी छात्रों को होगी।
- छात्रों को उत्तम श्रोता बनने का गुण विकसित होगा।
- साहित्यिक मूल्यांकन करने के ज्ञान में वृद्धि होगी।

Employability Potential of the Programme:**Part B****Syllabus Prescribed for 2022-23 Year UG/PG Programme****Programme:****B.A. Semester 1**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
	हिंदी संवाद कौशल (Communication Skills)	Per Week 4
	प्रश्न पत्र – सी.बी.सी.एस. हिंदी भाषा संवाद कौशल	

प्रस्तावना :-

संचार कौशल व्यक्ति के व्यक्तित्व को निरूपित करता है और परिपक्वता लाने का कार्य करता है। इसके माध्यम से अन्य लोगों के विचारों, व्यवहार और व्यक्तित्व में परिवर्तन लाया जा सकता है। संचार कौशल ने भाषाओं की शुद्धता और सुव्यवस्था होना अतिआवश्यक है। इसके अभाव में उचित संचार माध्यम प्रस्थापित नहीं हो सकता। जीवन में अच्छा संचार कौशल यह सुनिश्चित करेगा कि आपके आस-पास के सभी लोग आपको समझें और आप उन्हें समझें। आप आत्मविश्वासी और दृढ़ निश्चयी बनेंगे। प्रेषक और प्राप्तकर्ता के मध्य संबंधों को अधिक सम्मान, प्रशंसा और आनंद द्विगुणीत करना होगा, यह अत्यंत महत्वपूर्ण है।

इकाई 1. संवाद कौशल का उद्भव एवं विकास, अर्थ, परिभाषा, प्रकार तथा सिद्धांत

इकाई 2. संचार कौशल के प्रकार :

- मौखिक संवाद
- गैर मौखिक संवाद
- अनकहा संवाद
- श्रवण संवाद
- लिखित संवाद

इकाई 3. संचार कौशल के तत्त्व और विशेषताएँ :

- संदेश
- प्रेषक
- माध्यम
- प्राप्तकर्ता

इकाई 4. संचार कौशल का महत्व :

इकाई 5. संचार कौशल का विकास :

- आत्मविश्वास
- अच्छा श्रोता
- सरल भाषा
- आत्मनुरोध
- प्रभावशीलता (ऑखों में औरों के डालकर)
- आलोचना से बचे
- शारीरिक भाषा



UNIT IV - GOAL SETTING (4 hours)

Wish List,

SMART Goals,

Blueprint for success,

Short Term,

Long Term,

Life Time Goals.

Unit V**Time Management (4 hours)**

Value of time,

Diagnosing Time Management,

Weekly Planner To-do list,

Prioritizing work

References:

- 1) Anastasia, M. P. (2010). Seven Barriers to Active Listening: 'Why'; www.lawsagna.com
- 2) Argyle, M., Salter, V., Nicholson, H. Marylin W. & Burgess, P. (1970). The Communication of Inferior and Superior Attitudes by Verbal and Non-Verbal Signals. British journal of social and clinical psychology Vol 9
- 3) [\(5967\) 7 Most Time Management Tips | by Him eesh Madaan - YouTube](#)
- 4) How to write a Resume Effectively? : Job Interview Tips in Hindi by Himesh
- 5) [\(5967\) "Personality Development by Vikas Divyakirti" || Drishti IAS || - YouTube](#)
- 6) <https://www.youtube.com/watch?v=Qv2Pd0yIToY> • How to write a resume / CV with Microsoft
- 7) [\(5967\) How to develop your Communication Skills by Simerjeet Singh -How to Improve English Speaking Skills? - YouTube](#)
- 8) [\(5967\) How to Set Your Goal | Goal Setting in Your Life | Life Motivational Tips | Sonu Sharma - YouTube](#)
- 9) Word <https://www.youtube.com/watch?v=fZclFtagPic&t=27s> •
- 10) How to Write a Winning Resume, with Ramit Sethi
https://www.youtube.com/watch?v=_0fjkKCsM1w&t=1s • How to Write a Cover Letter
<https://www.youtube.com/watch?v=wRo26Gth7u0>

Sant Gadge Baba Amravati University, Amravati.

Personality Development & Soft Skill

B.A., B.COM. AND B.SC. PART-I, SEMESTER-II

Syllabus for the generic open elective course

Objectives:

- ☐ To understand the scope of personality development and soft skill.
- ☐ Preparing the qualities that are important in the competitive era.
- ☐ To convince the students of the importance and importance of communication skills.

UNIT I: Self-Development Skills (6 hours)

- 1.1. Introduction to Personality**
- 1.2. Self-Esteem and Self-Confidence**
- 1.3. Thinking and Problem-Solving Skills**
- 1.4. Stress Management**
- 1.5. SWOT Analysis and Goal-Setting**

UNIT II: Interpersonal Skills (6 hours)

- 2.1. Hard Skills and Soft Skills**
- 2.2. Effective Communication**
- 2.3. Skills for a successful interview**
- 2.4. Leadership**
- 2.5. Social Empathy**

UNIT III - MOTIVATION (4 hours)

Factors of motivation,

Self talk,

Intrinsic & Extrinsic Motivators.



UNIT III: Harmony in the Family and Society and Harmony in the Nature

1. Family as a basic unit of Human Interaction and Values in Relationships.
2. The Basics for Respect and today's Crisis: Affection, Guidance, Reverence, Glory,
3. Gratitude and Love.
4. Comprehensive Human Goal: The Five Dimensions of Human Endeavour.
5. Harmony in Nature: The Four Orders in Nature.
6. The Holistic Perception of Harmony in Existence.

UNIT IV: Social Ethics

1. The Basics for Ethical Human Conduct.
2. Defects in Ethical Human Conduct.
3. Holistic Alternative and Universal Order.
4. Universal Human Order and Ethical Conduct.
5. Human Rights violation and Social Disparities.

UNIT V: Professional Ethics

1. Value based Life and Profession.
2. Professional Ethics and Right Understanding.
3. Competence in Professional Ethics.
4. Issues in Professional Ethics – The Current Scenario.
5. Vision for Holistic Technologies, Production System and Management Models.

TEXT BOOKS

1. A.N Tripathy, New Age International Publishers, 2003.
2. Bajpai. B. L ,New Royal Book Co, Lucknow, Reprinted, 2004
3. Bertrand Russell Human Society in Ethics & Politics

REFERENCE BOOKS

1. Gaur. R.R. , Sangal. R, Bagaria. G.P, A Foundation Course in Value Education, Excel Books, 2009.
2. Gaur. R.R. , Sangal. R , Bagaria. G.P, Teachers Manual Excel Books, 2009.
3. I.C. Sharma . Ethical Philosophy of India Nagin & co Julundhar
4. Mortimer. J. Adler, – Whatman has made of man
5. William Lilly Introduction to Ethic Allied Publisher

**Elective Subject
Universal Human Values**

COURSE OBJECTIVE:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life.

COURSE OUTCOMES:

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

1. Understand the significance of value inputs in a classroom and start applying them in their life and profession
2. Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
3. Understand the role of a human being in ensuring harmony in society and nature.
4. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

COURSE CONTENT:**UNIT I: Introduction to Value Education**

1. Value Education- Definition, Concept and Need..
2. The Content and Process of Value Education.
3. Basic Guidelines for Value Education.
4. Self exploration as a means of Value Education.
5. Happiness and Prosperity as parts of Value Education.

UNIT II: Harmony in the Human Being

1. Human Being is more than just the Body.
2. Harmony of the Self ('I') with the Body.
3. Understanding Myself as Co-existence of the Self and the Body.
4. Understanding Needs of the Self and the needs of the Body.
5. Understanding the activities in the Self and the activities in the Body.

COLLABORATIVE AGENCIES

1. Ayush Mantralaya
2. NGO working in the field of personality development
3. NSDC
4. Local management associations & Private Companies.

Annexure A

Grade	Description	Range of Marks obtained out of 100 or equivalent fraction	Grade point
O	Outstanding	90-100	10
A+	Excellent	80-89	9
A	Very Good	70-79	8
B+	Good	60-69	7
B	Above average	55-59	6
C	Average	50-54	5
P	Pass	40-49	4
F	Fail	Below 40	0
Ab	Absent	Ab	0

TEACHING FACULTY

- Faculty of affiliated colleges of Sant Gadge Baba Amravati University having good communication and soft skill knowledge/ Qualified faculty certified by other soft skills or personality development training agencies
- The preference should be given to the faculty trained & certified under HRDC, Sant Gadge Baba Amravati University.

COURSE OUTCOMES

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

1. Communicate effectively with confidence to the surroundings.
2. Enhance team work & leadership.
3. Develop problem solving approach.
4. Develop decision making ability.

SALIENT FEATURES:

- An integrated generic open elective course with modules catering to both beginners as well as advance learners.
- A comprehensive course, that covers all the major aspects of soft skills and personality development.
- Teaching methodology is learner-oriented, communicative and task-based.
- Aims at enriching the individual's personality and ensuring personal, social and professional productivity and satisfaction.
- The Generic open elective is not only a valuable addition to the career profile but also qualifies one to impart vital soft skill training in different spheres.

Page 5 of 6

UNIT– 4

1. **Decision-Making:** Meaning, Types and Models, Group and Ethical Decision-Making.
2. **Problem-Solving Skills:** Problems and Dilemmas in application of these skills.
3. **Stress Management:** Types, Symptoms and Causes of Stress Management.

UNIT– 5**Psychological techniques to measure personality status.**

1. Developing EQ, IQ, SQ & MQ
2. Tests related to personality.
3. Improvement techniques.

ELIGIBILITY

- Admitted to any undergraduate programme in the college affiliated to Sant Gadge Baba Amravati University.

MEDIUM OF INSTRUCTIONS

English, Marathi & Hindi

EXAMINATION PATTERN

A. Submission of Assignment
B. Seminar/Mini Project/Field Visit
C. Practical Exam
D. Grading System (As per annexure A)

FEES STRUCTURE

As per University Norms

3. Positivity and Motivation:

Developing Positive Thinking and Attitude; Meaning and Theories of Motivation; Enhancing Motivation Levels.

UNIT-2**1. Interpersonal Communication & Public Speaking:**

Interpersonal relations; Interpersonal communication methods.

Skills, Methods, Strategies and Essential tips for effective public speaking.

2. Group Discussion:

Selection of Topics, Dos & Don'ts of Group Discussion .

3. Verbal & Non-Verbal Communication, Team work and Leadership Skills:

Types, Advantages, Disadvantages & Significance.

Concept of Teams; Building effective teams; Concept of Leadership and honing Leadership skills.

UNIT-3**1. Interview Skills:**

Interview script, Dos & Don'ts of interview skills. Pre and Post preparation.

2. Presentation Skills & Etiquette and Manners:

Stages, Process & Techniques. Social and Business etiquette.

3. Personality Development & Time Management –

Meaning, Nature, Features, Stages, Models; Learning Skills; Adaptability Skills. Concept, Matrix, Effective tools of time management.



Generic Open Elective Course
Personality Development and Soft Skills
Components etc.
Duration 6 Month (30 Hours)

INTRODUCTION

The crucial role of softs skills and Personality development in personal and professional life is universally proven. Therefore, with the objectives of equipping students with vital communication and soft skills so as to succeed in the highly competitive international arena, Sant Gadge Baba Amravati University proposes to offer, a specially designed Generic open elective course in personality development and Soft Skills.

Students would find this course immensely useful for enhancing employability skills, both in India and abroad.

COURSE OBJECTIVES

- Personality Development of the student.
- To enhance employability skills.
- To inculcate skills required for the entrepreneurship.
- To become responsible citizen through holistic way of personality development.

COURSE CONTENTS**UNIT- I****1. Soft Skills:**

An Introduction – Definition and Significance of Soft Skills; Process and Assessment of Soft Skill Development.

2. Self-Discovery:

Discovering the Self, Setting Goals, Beliefs, Values, Attitude.

SANT GADGE BABA AMAVATI UNIVERSITY

संत गाडगे बाबा अमरावती विद्यापीठ



**Syllabus
of**

Personality Development and Soft Skills

Components etc.

(Generic Open Elective)

Department of Lifelong Learning & Extension

(w.e.f. 2022-23)

Centre for generic open elective

All affiliated colleges under

SANT GADGE BABA AMRAVATI UNIVERSITY

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7. Deverajan, G. 50 Years of Indian Librarianship. New Delhi: Ess-Ess Publication, 1999.
8. Foskett, D. J. Information Services in Libraries, New Delhi: Anmol Publication, 1994.
9. Gates, Jean. Guide to the use of libraries and information sources. 6th Ed. New York: Mc-Graw-Hill books, 1988.
10. Iyer, V. K. Public Library System in India. Delhi: Rajat Publications, 1999.
11. Katz, W. A. Introduction to Reference work. Vol- I and Vol- II, 6th Ed. New York: McGraw- Hill Book Company, 1992.
12. Katz, William A. Introduction to Reference Work: Reference service and reference process. 5th Ed. 1987. New York: McGraw-Hill books, 1987.
13. Kaula, P. N. Changing dimensions of Library and Information Services in India (A cluster of Essays). Agra: Y. R. Publishers, 2004.
14. Kawatra, P. S. Comparative and International Librarianship. New Delhi: Sterling Publishers Pvt. Ltd., 1987.
15. Kumar, Krishnan. Reference service. 5th Ed. New Delhi: Vikas Publishing House, 1996.
16. Kumar, P. S. G. Fundamentals of Library and Information Science. New Delhi: B. R. Publishing House, 2003.
17. Kumar, P. S. G. Indian Library Chronology, 2nd ed. Mumbai: Allied Publishers Limited, 2000.
18. Negi, M. S. Theory and Practice in Library and Information Science. New Delhi: Shree Publication, 2007.
19. Ranganathan, S. R. Five Laws of Library Science. Reprint ed. Bangalore: Sarada Ranganathan Endowment for Library Science, 1996.
20. Ranganathan, S. R. Documentation, Genesis and Development. New Delhi: Vikas Publishing House, 1973.
21. Ranganathan, S. R. Reference Service. 2nd ed. Bangalore: Sarada Ranganathan Endowment for Library Sciences, 1961 (reprint 1992).
22. Saini, O. P. Granthalaya Avam Samaj. Agra: Y. K. Publishers, 1999.
23. Sehgal, R. Guide to Library and Information Science. New Delhi: Ess- Ess Publication, 1999.
24. Sengupta, B. And others. Documentation and Information Retrieval. Calcutta: World Press, 1997.
25. Tripathi, S. M. Granthalaya Samaj Avam Granthalaya Vidnyan Ke Panch Sutra. Tatha Proudth Shikshan mein Granthalaya ki bhumika. Agra: Y. K. Publishers, 1999.
26. Vashishth, C. P. and Satjia, (Ed.) Library and Information Profession in India: Reflections and Redemptions. Vol-I and Vol- II. New Delhi: B. R. Publishing, 2004.
27. Walford, A. J. (Ed). Concise Guide to Reference Materials, London; Library Association, 1981.

GENERAL OPEN ELECTIVE COURSE

PAPER NAME: LIBRARY AND INFORMATION RESOURCES

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)

Programme Objectives:

1. To develop the basic understanding of theoretical and practical aspects of Library and Information Science.
2. To develop the basic understanding of libraries, its types and available resources (Print and Electronic).
3. To equip the students to pursue the subject for higher education in future.
4. To develop basic skills among students who choose to work as semi professionals in the libraries, after graduation level.

COs

1. Able to understand the development of civilization
2. Gain knowledge about the growth of Information and Knowledge
3. Develop different types of libraries
4. Apply Five Laws of Library Science in the libraries
5. Gain knowledge about Digital Library and Virtual Library
6. To understand the concept and need of reference and information sources
7. To gain knowledge about the various types of information sources
8. To classify the characteristics of primary, secondary and tertiary sources of information
9. Evaluate of information sources
10. Develop reference collection
11. To use Online Reference Sources

Unit	Content
Unit – 1	Library, Information and Society: Concepts Introduction, Definition of a Library, Purpose of a Library, Functions of a Library, Modern Society and Library, Information and Library. Role of Library in Society: Role of Library in Education, Role of Library in Research and Development, Role of library in Information Dissemination, Role of Library in Promotion and Development of Culture, Role of Library in Recreation and Leisure, Role of Library in Moral, Ideological and Spiritual Development, Concept of Trinity (6 periods)
Unit – 2	Types of Libraries and their Role Introduction, Public library, Academic Library, Special Library, National Library, Digital Library, Virtual Library (6 periods)
Unit – 3	Five Laws of Library Science and their Implications Introduction, First Law: Books are for Use: Implications Second Law: Every Reader his/her Book: Implications Third Law: Every Book its Reader: Implications Fourth Law: Save the Time of the Reader: Implications Fifth Law: Library is a Growing Organism: Implications (6 periods)
Unit – 4	Reference and Information Sources: Definition; Need Introduction, Need for Information Sources, Types of Information Sources, Information Sources as Reference Sources, Reference Sources: Definition, Types of Information Sources (Primary, Secondary, & Tertiary), Comparison across Disciplines, Evaluation of Reference and Information Sources (6 periods)
Unit – 5	Categories of Reference Sources: Description and Scope Introduction, Purpose of the Reference Collection, Development of a Reference Collection, Evaluation of Reference Sources, Types of Reference Sources, Important General Reference Sources (Almanacs, Yearbooks, Handbooks), Bibliographies, Biographical sources, Directories, Dictionaries, Encyclopedias, Geographical sources, Indexes and abstracts, Online Reference Sources. (6 periods)

References:

1. Agrawal, U. K. Library Legislation in India. Jaipur: RBSA, 1999.
2. Biddiscombe, Richard. The end user revolution. London: LA, 1996.
3. Bose, H. C. Information Science: Principles and practice, 2nd Ed. Delhi: Sterling, 1993.
4. Chaturvedi, D. Sandarbha Seva ke Vividh Ayam. Mumbai: Himalaya Publishing House, 1993.
5. Cheney, F. N. and Williams, W. J. Fundamental reference sources. 3rd Ed. Chicago: ALA, 2000.
6. Crawford, John. Evaluation of Library and Information Services. London: ASLIB, 2000.



TEACHING FACULTY

- Faculty of affiliated colleges of Sant Gadge Baba Amravati University having good communication and soft skills knowledge/ Qualified faculty certified by other soft skills or personality development training agencies
- The preference should be given to the faculty trained & certified under HRDC, Sant Gadge Baba Amravati University.

COURSE OUTCOMES:

- 1) To cultivate and develop valuable life skills to deal effectively with life's problems.
- 2) Respecting the interconnectedness of human life with understanding.
- 3) To foster social and cultural values while fostering interpersonal relationships.

SALIENT FEATURES:

- Development of mental and intellectual abilities.
- Development of basic skills for holistic development of personality.
- Development of thinking skills, ability to regulate emotions apart from book education.
- Strive to acquire various life skills for healthy morale.
- Strive to increase creativity, originality, logical thinking ability.
- Developing social, family and professional skills.

COLLABORATIVE AGENCIES

1. Ayush Mantralaya
2. NGO working in the field of personality development
3. NSDC
4. Local management associations & Private Companies.

Annexure A

Grade	Description	Range of Marks obtained out of 100 or equivalent fraction	Grade point
O	Outstanding	90-100	10
A+	Excellent	80-89	9
A	Very Good	70-79	8
B+	Good	60-69	7
B	Above average	55-59	6
C	Average	50-54	5
P	Pass	40-49	4
F	Fail	Below 40	0
Ab	Absent	Ab	0



Unit-4 A) Creativity

- Creativity: Definition and Nature
- Types of Creativity
- Creative ability in constructive work
- Importance of creativity in social development

B) Critical Thinking

- Concept of Critical thinking and its Nature
- Types of critical Thinking
- Importance of Critical Thinking
- Significance of Critical Thinking in Family & Socio-cultural setup

Unit-5 A) Emotional Adjustment

- Emotions: Definition and perspective
- Types of Emotions
- Management of Emotions
- Impact of Emotions on behavior

B) Stress Management

- Stress: Definition and Nature
- Types of Stress and Views
- Causes and Impact of stress
- Stress Management

ELIGIBILITY

Admitted to any undergraduate programme in the college affiliated to Sant Gadge Baba Amravati University.

MEDIUM OF INSTRUCTIONS

English, Marathi & Hindi

EXAMINATION PATTERN

A. Submission of Assignment
B. Seminar/Mini Project/Field Visit/ Field Work
C. Practical Exam
D. Grading System (As per annexure A)

FEES STRUCTURE

As per University Norms.



COURSE CONTENTS**Unit-1 A) Self Awareness**

- Self Awareness : Definition, perspective
- Factors affecting the self
- Necessary factors for the Development of Self
- Concepts and Esteem of self

B) Empathy

- Empathy: Definition and perspective
- Types of Empathy
- Difference between Empathy and Sympathy
- Empathy Facts and Views

Unit -2 A) Problem Solving

- Problem: Definition and Nature
- Causes of Problem
- Gravity of Problem
- Problem solving Methods & skills

B) Decision making ability

- Decision making ability: Definition and perspective
- Components related to Decision & their impact
- Factors affecting Decision making ability
- Skills required to improve Decision making ability

Unit-3 A) Effective Communication

- Communication: Definition & Nature
- Effective Communication Skill
- Body and Sign language
- Effective communication and personality impact

B) Interpersonal Relationship

- Interpersonal Relationship: Definition and perspective
- Interpersonal relations: Honor and honesty
- Impact of interpersonal relations on co-operation
- Significance of Interpersonal relationship in family and Society



Generic Open Elective
Jeevan Koushalya Shikshan
Duration 6 Month (30 Hours)

INTRODUCTION

Due to the speed of science and technology and the process of globalization in the twenty-first century, there has been a great change in our lifestyle. Its effects are seen at individual family and societal levels. It is necessary to acquire some essential life skills to deal with these changes. Life useful skills are called life skills. Through them, the development of the best mental and intellectual qualities behind the individual means the overall development of the personality. In 1997, the World Health Organization gave ten basic skills for social development. Which can be useful for overall development.

Teaching life skills is the need of the hour to strengthen the mental health of the youth of the country. It is in accordance with this that the said course has been planned, many youths are qualified but fail to achieve their goals. How to cope with any situation and how to boost morale is not achieved through on-the-job training. Apart from book learning, thinking skills, ability to regulate emotions, working with a group, empathy towards others are essential. The prevalence of depression among young people is a matter of concern. The Constitution talks about tolerance. For this, if the other person does not agree with what he says, he gets respect. Mahatma Gandhi emphasized on skill education in Naya Talim. To be successful in life you need not on...

The three major life skills are personal and social and professional skills in everyday life. Dealing with personal affairs in daily life requires skill. Family and household chores are essential skills for students. Personal and social skills help students navigate such relationships outside of college. Self-motivation, moral values, art of living are very helpful in inculcating life skills training in the students.

OBJECTIVE:

1. To Orient student as an aware dutiful and responsible citizen.
2. To become co-ordinate in rendering family supportive services.
3. To inculcate social commitment, co-existence and moral values.
4. To inculcate values of social co-ordination and interpersonal relationship.
5. To make a ready man for the adjustment in ever-changing present day scenario.

SANT GADGE BABA AMRAVATI UNIVERSITY

संत गाडगे बाबा अमरावती विद्यापीठ



Syllabus

Of

Jeevan Koushalya Shikshan

(Generic Open Elective Course)

Department of Lifelong Learning & Extension

(w.e.f. 2022-23)

Center for generic open elective

All Affiliated colleges under

SANT GADGE BABA AMRAVATI UNIVERSITY

- b. Conditions for registration of geographical indications, effect of
- c. registration
- d. Prohibition of registration of geographical indication as Trademark
- e. Infringement of geographical indication.
- f. Remedies for infringement

Books suggested for reading-

1. Intellectual Property (1999) edition) by W.R. Cornish (Sweet &Maxwell)
2. Intellectual Property Rights under the TRIPs Text – Dr. Nilima Chandiramani
3. Intellectual Property Rights – P. Narayan
4. Patent Law by P. Narayanan
5. Taxmann's Trade Marks Act & Geographical Indications of Goods & Copyright Act.
6. Copinger and Skone James on Copyright, 14th Edition by Kevin Garnett;
7. Jonathan Rayner James and Gillian Davis – 1999 edition(Sweet &Maxwell)
8. The Modern Law of Copyright and Designs; 2nd edition 1995 by Hugh Laddie, Peter Prescott and Mary Vitoria (Butterworths)
9. Nimmer on Copyright in 10 volumes (edition 2000) Mathew Bender)
10. Copyright and Industrial Designs - P. Narayanan
11. Kerly's Law of Trade Marks and Trade Names Thomas A&g; Balano White and Robin Jacob (Sweet & Maxwell).
12. The Modern Law of Trade Marks by Christopher Morcom, Ashley Roughton and James Graham, 1st edition, 1999 edition (Butterworths)
13. K.S. Shavaksha on Trade and Merchandise Marks Act 1958 3rd Edition(1999 edition) Butterworths, India.
14. Mc. Carthy on Trade Marks and Unfair Competition (1999 edition)
15. Intellectual Property (1999 edition) by W.R. Cornish (Sweet & Maxwell)
16. Narayanan on Trade Marks and Passing Off – Fourth Edition.
17. Wadhera – Intellectual Property Rights
18. Intellectual Property Rights-P.Narayan
19. The Designs Act.Russell – Clarke on Industrial Designs (6th Edition) 1998 by Martin Howe (Sweet &Maxwell)
20. Design – The Modern Law and Practice; by Lan Morris and Barry Quest(1987 edition) (Butterworths)
21. Patent for Inventions and the Protection of Industrial Designs by Thomas A. Balanco White, 1974 Edition (Stevens & Sons)

- g. Powers of central government to acquire and use patents for public purpose
- h. Infringement of patents
- i. Ever greening of patents

Unit-3:Copyrights laws (the Indian Copyright Act,1957)

- a. meaning and nature of copyright
- b. subject matter of copyright
- c. authorship and ownership of copyright
- d. rights conferred by copyright
- e. registration of copyright
- f. assignment, licensing of Copyright
- g. infringement of copyright and remedies
- h. emerging new trends in copyright
- i. International conventions and agreements relating to copyright-WTO/TRIPS agreement, the BERNE convention, Universal Copyright Convention ,WIPO Copyright Treaty,1996-copyright protection on internet.

Unit-4:Law of Trade Marks (Trade Marks Act,1999)

- a. Meaning and nature of trademarks
- b. Property in trademarks-how acquired?
- c. Conditions and procedure for registration of trademark and effect of registration
- d. Registerable and non-registerable trademark
- e. Similar, nearly resembling and deceptively similar trademarks
- f. Assignment and licensing of trademarks
- g. Infringement and passing off
- h. Action for infringement
- i. Passing off action
- j. Emerging new trends in trademarks
- k. International conventions and agreements relating to trademark-Paris Convention, Madrid Agreement, Nice Agreement and TRIPS Agreement

Unit-5:Law of industrial designs (The Designs Act, 2000)

- a. Meaning and Nature of industrial designs
- b. Subject matter of industrial designs
- c. Registration of designs
- d. Rights conferred by designs
- e. Infringement of copyright in design
- f. Remedies for infringement

Unit-6:Law relating to geographical indication (Geographical Indications of Goods Act,1999)

- a. Meaning and nature of geographical indications

Intellectual property Rights

Course objectives:

- (a) To Explore the various theories, approaches, view and functional mechanism of IPR across the world and legal response to the same;
- (b) To analyse the jurisprudential analysis of IPR regime and its enforcement
- (c) To examine the protection mechanism of Intellectual Property Rights;
- (d) To analyse the National and International perspectives of legal regime of IPR protection; and
- (e) To focus upon the Monopolistic approaches to Patents under Indian Legal system.
- (f) To focus upon the Trademarks, Copyright and GI, Design, TK, and other IPR under various legislations

Course Outcomes:

At the end it is expected that the student will be able to :

- (a) To understand the philosophical justification for IPR and protective mechanism;
- (b) National and international approaches on IPR and its enforcement and regulatory mechanism; and
- (c) To explore the protection of monopolistic rights under Patents system within and outside the
- (d) domestic environment
- (e) (d)To explore the protection of Trademarks, Copyrights, Design, PBR, Design, TK and other related
- (f) aspects within and outside the domestic environment.

Unit-1: Introduction to intellectual property rights(IPRs):

- a. Meaning,nature and basic concepts of intellectual property
- b. Main forms of intellectual property
- c. Commercial exploitation of intellectual property
- d. Anti-competitive practices/abuse of Intellectual property rights
- e. International protection of IPR

Unit-2: Law of patents (The Patents Act,1970)

- a. Meaning and nature of patent
- b. Subject matter of patents
- c. Procedure for obtaining patents
- d. Process and product patent
- e. Transfer of patent rights
- f. Assignment and licensing of patents



11. लिंगभावसंवेदनशीलताओख - <https://youtu.be/kIJKciBZgZY>
12. पितृसत्तासमजूनघेताना - <https://youtu.be/jVxEoAfrXzk>
13. पितृसत्ताक्याहै ? - <https://youtu.be/tZzPCSnHq9I>
14. क्योंऔरतोंकेलिएमांबननाइतनाजरूरीबनादियागयाहै? -
<https://youtu.be/skDpwXJOD2c>
15. इंटरसेक्शनलनारीवादक्याहै? - <https://youtu.be/WFfxeUu338g>
16. घरेलूहिंसाहमारेसमाजकेलिए'नॉर्मल' क्योंहै? - <https://youtu.be/0T7b7BsZXwM>
17. औरतोंकीथालीकोपितृसत्ताकैसेकंट्रोलकरतीहै ? - <https://youtu.be/MvaamjaTLC8>
18. ऑनलाइनलैंगिकहिंसाकेप्रकार - <https://youtu.be/q-8lt7-uC-U>
19. मैरिटलरेपभारतमेंएकअपराधक्योंनहींहै? - <https://youtu.be/5w9D9rz0Ls4>
20. रोजमर्राकीजिंदगीमेंकैसेलागूहोफेमिनिज्म? - <https://youtu.be/5Jj0vqbDG2Y>
21. क्याहैBenevolent Sexism? - https://youtu.be/r_H2XdN_070
22. भारतमेंकार्यस्थलोंपरहोनेवालेयौनउत्पीड़नसेजुड़कानून -
<https://youtu.be/lWVdSnbRQho>

Unit IV	Towards Equality : Constitutional Provisions and Acts - Gender Equality: Constitutional Provisions - Protection of Women from Domestic Violence Act, 2005 - Protection of Children from Sexual Offences Act, 2012 - Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (9 Hours)
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Reference Book

1. Jane Pilcher & Imelda Whelehan :50 Key Concepts in Gender Studies, SAGE Publications, New Delhi
2. Bhasin, kamla :What is Patriarchy?, Kali for Women, New Delhi
3. V. Geetha :Gender, STREE-SAMYA, Kolkata
4. V. Geetha :Patriarchy, STREE-SAMYA, Kolkata
5. Convention on the Elimination of All Forms of Discrimination against Women Adopted and opened for signature, ratification and accession by General Assembly resolution 34/180 of 18 December 1979 entry into force 3 September 1981, in accordance with article 27(1)
6. Declaration on the Elimination of Violence against Women Proclaimed by General Assembly resolution 48/104 of 20 December 1993
7. भसीन, कमला , तांबे,श्रुती (अनु.) : लिंगभावसमजूनघेताना..., लोकवाङ्मयगृह,मुंबई
8. भसीन, कमला , जाधव,निर्मला (अनु.) : पुरुषत्वउलकताना...,ताराबाईशिंदेस्त्रीअभ्यासकेंद्र,डॉ. बाबसाहेबआंबेडकरमराठावाडाविद्यापीठ,औरंगाबाद
9. चव्हाण,दिलीप : समकालीनभारत : जातिअंताचीदिशा,क्रांतिसिंहनानापाटीलअकादमी,अमरावती
10. कड,रेणुकावबेन्नूर , युसुफ : स्त्रियांचेसंवैधानिकहक्कवजागतिककरण,कौशल्यप्रकाशन,औरंगाबाद

Links

1. Understanding Gender - <https://youtu.be/MxbB16trdfg>
2. Basic concept of sex and gender, gender attributes & questions of identity (WS) - <https://youtu.be/k7GZ02bbIWQ>
3. Gender and Intersectionality theory - <https://youtu.be/JqdMLj6sYwo>
4. Patriarchy - <https://youtu.be/-ff9qsqaRg8>
5. Gender Sensitisationmeaning - <https://youtu.be/BrfCAPfqpvk>
6. Gender Sensitisation: Issues and Challenges - <https://youtu.be/rECOS6yu4I>
7. Pitsatta ki Gehraiyan - <https://youtu.be/R0C0ii4yBw8>
8. Mumkinhai/ It's Possible by Kamla Bhasin - <https://youtu.be/6tfPgVldJm4>
9. Understanding Gender with Kamla Bhasin - <https://youtu.be/y6WYBu7vuYY>
10. लिंगआणिलिंगभावसमजूनघेताना - <https://youtu.be/5PKniaI8zAE>



GENERAL OPEN ELECTIVE COURSE
PAPER NAME: GENDER SENSITIZATION

Total Marks: 50

Credits: 02

COs

1. To introduce gender sensitization and related issues.
2. To raise and develop social consciousness among the students.
3. To sensitize the students regarding the issues of gender and the gender inequalities prevalent in society.
4. To initiate the gender perspective in all domains of understanding Gender Studies with the issues of their daily life.
5. To encourage capacity building among the students to enable them to engage in policy decisions to remove gender biases in all fields of life in the process of gender equality for nation building.

Unit	Content
Unit I	Understanding Gender and Related Concepts ▪ Gender : Sex vs. Gender, Social construction of Gender, Gender Roles, Gender Stereotypes, Gender division of Labour ▪ Patriarchy ▪ House Work ▪ Gender Based Violence ▪ Sexualities ▪ Inter Sectionally ▪ Gender, Caste & Class (8 Hours)
Unit II	Gender Sensitization ▪ Gender Sensitization : Meaning, Nature & importance ▪ Challenges before Gender Sensitization ▪ practices for Gender Sensitization (7 Hours)
Unit -III	Towards Equality : Convention & Declaration ▪ Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) ▪ Declaration on the Elimination of Violence Against Women (DEVAW) (6 Hours)



15. Course outcome:

Unit I – Introduction to Natural and manmade Disasters	Students will be able to identify and understand the types of Disasters.
Unit II – Disaster Medicine and First aid	Students will understand hazards of disaster and will be familiar and medication, first aid and life saving techniques.
Unit III – Disaster Preparedness	Students will understand rescue and relief operations, mitigation and risk reduction steps before and after disasters.
Unit IV – Roles and Responsibilities	Methods of Community involvement, National and regional framework and communication technologies for disaster risk reduction will be studied.
Unit V – Relief and Rehabilitation	Students will understand rehabilitation and reconstruction relief work
Practical	Capacity building to work at ground level

16. Collaborative agency:

1. NDRF/SDRF or any Nodal agency of Government
2. District Natural Disaster Management cell, District collector office of respective Districts.
3. Tahsil office disaster Unit
3. NGO's working in the field of Disaster Management
4. Retired person from armed forces with knowledge of Managing Disasters.

B. (Practical's) (10 Hrs.)

- a) First aid and Bandaging
- b) Casualty carrying
- c) Fire Safety
- d) Ropes and Knots

10. Benefits of Proposed course: The programme is based on skill development in the disaster management.

11. Fees (If any): As per University Norms

12. Examination & Evaluation Pattern:- Credit Points : 02

Examination Pattern

a. Submission of Assignment	10 questions will be given from syllabus considering each Unit, 2 from each Unit, student have to solve/ 5 attempting each question
b. Paper/Project Report	1. Student have to appear for Test/Exam either objective or descriptive type. Question paper will consist of 40 marks (either Objective or Descriptive) 2. Project for 40 marks can be prepared on Case study
c. Practical Exam	1. Practical exam will be conducted on the basis of syllabus
d. Grading System	On the basis of performance in theory and practical grades will be given 1. Marks above 125 : A grade 2. Marks above 100 below 125: B grade 3. Marks between 75 to 99 : C grade 4. Below 75 : D grade

Note: Subject to the change in guidelines of the University.

14. Teaching Faculties:

- 1. Faculties from University / Colleges having training in Disaster management.
- 2. NDRF/SDRF or trained personals from armed forces
- 3. Training of trainer experts from District Disaster Unit / Tahsil disaster Unit
- 4. NGO members working in the field of Disaster Management
- 5. Any trained person with Certificate/Diploma/Advanced diploma in disaster management.

4. **Nature of Course:** Generic Open Elective Course in Disaster Management

5. **Duration:** Six Months : 30 hrs

6. **Medium:** English/Marathi/Hindi

7. **Eligibility/:** 12th passed and should be admitted to
Semester- I of any discipline/stream of SGBAU, Amravati.

8. **Course Content: (Syllabus)**

A. (Theory) (20 Hrs.)

Unit I – Introduction to Natural and Manmade Disasters

- A. a) Flood
- b) Earthquake
- c) Landslide
- d) Lightning
- B. a) Fire
- b) On Road Accidents
- c) Riots and Terrorism
- d) Terrorism

Unit II – Disaster Medicine and First aid

- a) Introduction to First Aid
- b) EMS (Emergency Medical Services)
- c) Snake bite and its first aid
- d) CPR (Cardio Pulmonary Resuscitation)

Unit III – Disaster Preparedness

- a) Disaster Preparedness : Pre-Disaster, During Disaster and Post Disaster
- b) Risk Assessment
- c) Vulnerability

Unit IV – Roles and Responsibilities

- a) Disaster management act-2005
- b) Role of Government and Non Government Agencies
- c) Role of Media and Communication system

Unit V – Relief and Rehabilitation

- a) Shelter home
- b) Sanitation and Hygens
- c) Role of Educational Institutions



**Generic Open Elective Course
Disaster Management
Duration – Six Month (30 Hours)**

1. **Title of the Course:** Generic Open Elective Course in Disaster Management

2. **Introduction**

Any occurrence that causes ecological damage and disruption loss of human life, deterioration of health and health services is disaster as per WHO. Disaster occurs when Hazards meet vulnerability. Basically disasters are classified into two types, Natural and manmade disasters. Urbanization and industrial development has given rise to different types of disasters. India is having diverse environment and traditionally vulnerable to different disasters due to its unique geoclimatic conditions. Floods, draughts, earthquakes, cyclones, landslides, avalanches have been recurrent phenomenon. Maharashtra is also multihazard prone state in the country. In view of importance of natural and manmade disasters in the state, it is very important to learn different aspects of disasters.

Maharashtra State has a profile of varied hazards and leading in India to start a Disaster Management Unit (DMU) after the Latur earthquake. Since 1993, Disaster Management (DM) in Maharashtra is fast evolving unit, as a reactive response oriented to proactive strategy based system. The state has witnessed the devastating disasters like Earthquake, Flood and Cyclone with heat and cold waves.

Even though disasters cannot be predicted, we can certainly limit the damages caused by them. There are two main aspects, institutional preparedness and community preparedness useful in creating awareness through disaster management, education and training which enabling the community to cope with disasters in a better manner.

3. **Objectives:**

1. To identify basic ideas of Disaster management
2. To compare disaster related hazards
3. To understand the mitigation and risk reduction steps.
4. To create awareness about disasters among society

SANT GADGE BABA AMRAVATI UNIVERSITY

संत गाडगे बाबा अमरावती विद्यापीठ



Syllabus

Of

Disaster Management

(Generic Open Elective Course)

Department of Lifelong Learning & Extension

(w.e.f. 2022-23)

Center for generic open elective

All Affiliated colleges under

SANT GADGE BABA AMRAVATI UNIVERSITY

5. Child victims of domestic violence - need for legislative intervention

Unit IV: Theories of child Rights

1. Paternalism of Hobbes, Locke and Mill,
2. Worsfold's theory on child rights,
3. Rawl's Theory of Justice,
4. The Interest theory of Rights,

Unit V: Rights of Children: National perspective

1. Rights of children under Constitution of India
2. National Policy on Child Labour.
3. Comprehending child's right to life, survival and development.
4. meaning and significance of human rights
5. Basic concepts of human rights- dignity, liberty, equality, justice, ethics and morals,
6. Children and Human Rights.

Unit VI –Rights of Children: International Perspective

1. Universal Declaration of Human Rights 1948- International Covenant on Civil and Political Rights.
2. United Nations Convention on the Rights of the Child 1989.
3. Vienna Declaration and Programme of Action 25th June 1993.

Books for reference:

1. Upadhyaya Shivendra, Encyclopaedia of Juvenile Rights, Child Rights and Women Rights, volume 2, Anmol publications, New Delhi, 2009
2. Shrivastave Rekha, International Encyclopaedia of Women Rights and Children Rights, Anmol Publications, New Delhi, 2009.
3. Basu, Durga Das, Human Rights in Constitutional law (New Delhi: Prentice Hall 1994)
4. Baxi, Upendra, Future of Human Rights (2002) Bueren
5. B. Bandman, - Children's Right to Freedom, Care, and Enlightenment.
6. Asha Bajpai - Child Rights in India: Law, Policy and Practice
7. Loveleen Kacker- Childhood Betrayed: Child Abuse and Neglect in India
8. Dr. S. R. Manjula and T. N. Deepa- The Children and Laws in India with Reference to Pocso Act, 2012
9. A. Kant and R. Varma- Neglected Child: Changing Perspectives, New Delhi: PRAYAS
10. R. Agrawal, Street Children: A Socio-Psychological Study
11. K. Chandru, R. Geetha and C. Thanikachalam - Child Law in India,

CHILD RIGHT PROTECTION**Course Objectives**

1. To understand the meaning, nature and concept of child and childhood, influence of hereditary and environment on development of child, socialization factors responsible for development of child.
2. To acquire knowledge regarding how the impact of situational context on the developmental children
3. To understand the rights of Vulnerability of children and its impact on them.
4. To study the national and international conventions on rights of children.
5. To understand the different theories on rights of children

Course Outcome

1. To fill the gap of professionally trained child protection field practitioners who recognize the situation and needs of vulnerable children, and who are equipped with perspectives and skills required for working with children, self and systems towards effective rehabilitation and protection of children.
2. To provide a diverse exposure to the participants to enable them to think differently, express confidently and act consciously in challenging child protection settings.
3. To create an empowered group of practitioners who are equipped to enhance children's life skills.

Course Contents:**Unit I Nature and Concept:**

1. Definition, concept, and nature of childhood,
2. Childhood psychology-Influence of Heredity and environment in development of a child.
3. Socialization – Factors. Functions of culture, beliefs and practices in child growth and development.

Unit II- Understanding children in situational context:

1. Urban, rural and Tribal.
2. Childhood in the perspectives of caste, class and gender differences in India and abroad.
3. Origin and development of child rights in India.
4. Need For Child Rights Knowledge- Teaching, Law, Social service, Policy makers and Researchers

Unit III: Vulnerability of children-

1. poverty, child labour, trafficked children, street children, Abused children,
2. Children with disability, children in institutions or homes, Neglected Children,
3. Children of commercial sex workers,
4. children affected by HIV/AIDS,

- I. Indian perception of Dharma and Darshan- Vedic and Jainism
- II. Buddhism and Expansion of Buddhism
- III. The concept of Janpada& Gram Swarajya

Module: IV - Science, Environment and Medical science

- I. Science and Technology in Ancient India
- II. Environmental conservation: Indian View
- III. Health consciousness of (Science of Life): Ayurveda, Yoga, Vippashana and Naturopathy

Module: V- Indian economic traditions and Astronomy

- I. Indian numeral system and Mathematics
- II. Indian economic thoughts, Industry, inland trade commerce, Maritime Trade
- III. Concept of Astronomy

References:

1. Ghos, A- Ajantha murals, Arcological survey of India New Delhi 1978
2. Altekar, A. S. – The Rashtrakuts and Their Times, Orntial Book agency Pune
3. AlkaziRoshan, Ancient Indian costume, 1993, National Book Trust, India, A-5, Green park New Delhi, 110016
4. Alkazi, Roshen- Ancient India Costume First Edi, 1996
5. Gajbhiye, Ashwaveer W, The Constitutional Name of India From Earliest to Present, B. R. Publishing Corporation, Delhi, 2016
6. शमाशिमशरण, मीन भारताचा इतिहास, अनुवाद – डॉ वि दा परांजपे
7. कळंबे चिखेखा, कळंबे शालिनी, मीन भारताचा संमिइतिहास आणि विदशअशोक भाग पहिला व दुसरा, वियंम क्किशन एरोली नवी मुंबई, २०१७
8. बनसोड डॉ संतोष, जाधव डॉ सिथभारताचा इतिहास (मिभ ते १२०५) साईनाथ क्किशन नागपूर, जुलै २०१७

Generic Elective
DETAILED SYLLABUS
Discovery of Bharat

Course Outcome

CO1: Survey the sources of History of Ancient India.

CO2: Describe the social, economic, religious and institutional bases of Ancient India.

CO3: Analyze development of the concept of Nation- State background of political history.

CO4: Study ancient Indian Art & Architecture

CO5: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.

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

CSO1: Learn the socio-political and cultural background of the Ancient Indian History.

CSO2: Learn various Ancient Indian History Tourist places and Guide Tourist.

CSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

CSO4: Understand various concepts in Social Studies through the Ancient Indian History.

CSO5: Learn developments of mankind.

Generic Elective
DETAILED SYLLABUS
Discovery of Bharat

Module: I -Concept of Bharatvarsha

- I. Understanding of Bharatvarsha
- II. Eternity of synonyms Bharat- India, Hindustan
- III. The glory of Indian Literature: Ved, Upanishads
Jain – Aagam,
Buddhist Literature- Tripitak, Milind Prashna, Divyavadan,
Dipvansh, Mahavansh, Jatak Katha Etc.

Module: II - Indian Knowledge Tradition, Art and Culture

- I. Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigaliri, etc
- II. Salient features of Indian Art & Culture- Harrappa Civilization Vedic Age, Maurya Age, Gupta Age, Satavahan and Vakataka.
- III. Indian educational system- Ashram System, Takshashila University, Mathura University, Vallabhi University, Nalanda University,

Module: III - Dharma, Philosophy and Development of Rural Culture

coordinator of this program is included in this course. So it can create a lot of jobs.

8) Production of Yoga Instructors: -In ancient times, a large number of yoga instruments were widely used. It is also a part of this program.

9) Creation of an interpreter: -The script and language that existed in ancient times are not known to the masses. Since the study is in this course, the students will become aware of the language skills. This will enable many researchers and scholars to get acquainted with the prevailing period inscriptions, copperplates, column inscriptions, bhujpatras, contemporary texts etc. from this interpreter so that a large number of jobs will be available for the students.

10) Historian:-Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historians' research, analyzes, and interprets historical events and write their inferences about them.

They collect data from libraries, archives, and artifacts, determining the authenticity and importance of historical data, translate historical documents into human languages, preserve artifacts and documents in museums, and publish their writings in academic journals.

11) Archivist:-Archivists are primarily responsible for acquiring, curating, and managing a permanent collection of documents, artifacts, other materials of historical and cultural importance. Their archive generally includes historic books, papers, maps, photographs, prints, films, videotapes, and computer-generated records.

In essence, Archivists preserve the past for the present and future generations of learners, researchers, and the general public. Apart from this, Archivists liaise with donors and depositors of archives and maintain computer-aided search systems.

12) Curator:-Curators take on a managerial role in museums, art galleries, or heritage centers. They develop collections of valuable exhibits such as artworks, paintings, sculptures, scriptures, etc. Curators organize events like exhibitions, conferences, and audio-visual presentations to display their collections.

They buy exhibits, negotiate the prices of objects, arrange for restoration of artifacts, maintain records and catalog acquisitions, and raise funds and grants for museums/art galleries.

13) Archeologist: -Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examining historical artifacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyze the remains extracted from excavation sites.

Archaeologists' job demands that they travel extensively within the country and globally to find pieces of historical significance. According to their specialization, they can also settle for tenured academic positions like lecturers, professors, conservators, and museum curators.

Employability Potential of the Programme:

Generic Elective
DETAILED SYLLABUS
Discovery of Bharat

The following employment is available from this course

1) Competitive Examination: - Today is the age of competition. In this age of competition, competitive examination is of paramount importance. This course is Central Public Service Commission. Maharashtra State Public Service Commission. It will be very useful for railway recruitment, various selection boards, staff selection etc.

2) Tourism Guide: - The course covers the history of ancient India. Most of the tourist destinations in India are based on ancient architecture. Mehroli's Iron Pillar, as well as Universities at Nalanda, Sachi, Vallabhi, Takshashila, Ujjaini, Mathura, as well as Stupas, monasteries, caves, inscriptions, columns, copperplates, palaces, etc. from the Maurya period. More than 100 places where it is located can provide employment opportunities to a large number of students as a tourist, guide.

3) Industry and Business: - Ancient Buddhist, Maurya, Gupta, Vakataka. During the Satvahana period, industry and business flourished. These were the international markets of the industry. During the course of this course, these markets and the place of the center would be able to create industries from the point of view of tourists as well as businesses could be established.

4) Local Employment means Earn and Learn: - In the examination of SantGadge Baba Amravati University, there are many historical places in the subject period. All these places are crowded with tourists. These places include Regional Heritage site - Bhon, Tal. Sangrampur, Dist. BuldanaLonar, Dist. BuldhanaTarapur, Dist. Buldhana, NarasimhaMurti, Mehkar, Dist. Buldhana, SharangdharBalaji, Mehkar, Dist. Buldhana, KanchanichaMahal, Mehkar, Dist. Buldhana, Washim, Dist. WashimNimba, Tal. Darvda, Dist. Yavatmal, Salbardi, Dist. Amravati, Muktagiri, Dist. Amravati, Ramtel, Dist. Nagpur, Nagardhan, Dist. Nagpur, AjinthaAurangabad, Eolra Aurangabad, Pitalkhore, Dist. Aurangabad, Pratishthan, Dist. Aurangabad, Kandhar, Dist. Nanded . By making them aware of these arts, they can get a large number of employment opportunities.

5) Development of Art and Architecture: -There has been a huge development of sculpture and architecture in the course.

6) Creation of Vipassana Center: - This course covers Buddhist period and Buddhist philosophy. Today, meditation is of paramount importance in terms of health. The importance of this meditation, its form and the creation of the center, etc., can be realized by the students. They can set up such centers.

7) Creation of business through social customs: -There are many customs and traditions that have been going on in India since ancient times. The skill of creating the

Poetry- Q.2)

A) Solve any One long question out of Two. - 5 Marks

B) Solve any Two short questions out of Three. - 4 Marks

MCQ- Q.3) Attempt all multiple choice questions based on prose and poetry - 10 Marks

Communication and Soft Skills-

Q. 4) Solve any Two questions out of Three. -10 Marks

Internal Assessment

1)Assignment - 5 Marks

2)Class Test - 5 Marks

Sant Gadge Baba Amravati university, Amravati

Compulsory English

B.Com.II- Sem.IV

Title of the book- **Pristine****Unit 1- Prose-**

- 1)India's Message to the World- Swami Vivekanand
- 2)On Forgetting –Robert Lynd
- 3)Indra Nooyi : A Corporate Giant

Unit 2- Poetry-

- 1)the Soul's Prayer –Sarojini Naidu
- 2)The Mountain and the Squirrel- R.W. Emerson
- 3)Nature- W.H. Longfellow

Unit 3-Communication and Soft Skills

- 1)Group Discussion
- 2)Advertisements
- 3)Creative Writing: Situational Dialogues

Unit	Content	Number of Periods
1	Prose 1)India's Message to the World- Swami Vivekanand 2)On Forgetting –Robert Lynd 3)Indra Nooyi : A Corporate Giant	14
2	Poetry 1)The Soul's Prayer –Sarojini Naidu 2)The Mountain and the Squirrel- R.W. Emerson 3)Nature- W.H. Longfellow	10
3	Communication and Soft Skills 1)Group Discussion 2)Advertisements 3)Creative Writing: Situational Dialogues	12

Question wise Distribution of Marks

- Prose- Q.1) A) Solve any One long questions out of Two. - 5 Marks
B) Solve any Two short questions out of Three. - 6 Marks



1	Prose 1)Values in Life -Rudyard Kipling 2)Ramchandra and Laxman Kirloskar 3)Akio Morita	14
2	Poetry 1)Ode to the West Wind— P.B.Shelley 2)Paper Boats — Rabindranath Tagore 3)It is Needless to Ask of a Saint - Saint Kabir	10
3	Communication and Soft Skills 1)Role Play 2)Drafting an E- mail 3)Applying for a Job	12

Question wise Distribution of Marks

Prose- Q.1) A) Solve any One long questions out of Two. - 5 Marks
B) Solve any Two short questions out of Three. - 6 Marks

Poetry- Q.2)
A) Solve any One long question out of Two. - 5 Marks
B) Solve any Two short questions out of Three. - 4 Marks

MCQ- Q.3) Attempt all multiple choice questions based on prose and poetry - 10 Marks

Communication and Soft Skills-
Q. 4) Solve any Two questions out of Three. - 10 Marks

Internal Assessment

1)Assignment - 5 Marks

2)Class Test - 5 Marks

Sant Gadge Baba Amravati university, Amravati

Compulsory English - 50 Marks
B.Com.II- Sem.III

Title of the book- **Pristine** - By Board of Editors and Published by Orient Black Swan

(The same book **Pristine** is prescribed for **B.Com II- Accounting and Finance**)

Code of the Course/Subject	Title of the Course/Subject	Total number of Periods
BC 31	English	36

CO's:

- 1) To acquaint with the eminent entrepreneurs of the world
- 2) To acquaint with the work culture in corporate world
- 3) To instill moral values among the students
- 4) To make them able to communicate skillfully with ICT
- 5) To enrich them with fluency and soft skill based in English
- 6) To make them skillful in drafting and professional skills.

Unit 1- Prose-

- 1) Values in Life —Rudyard Kipling
- 2) Ramchandra and Laxman Kirloskar
- 3) Akio Morita

Unit 2- Poetry-

- 1) Ode to the West Wind— P.B.Shelley
- 2) Paper Boats — Rabindranath Tagore
- 3) It is Needless to Ask of a Saint- Saint Kabir

Unit 3-Communication and Soft Skills-

- 1) Role Play
- 2) Drafting an E-mail
- 3) Applying for a Job

Code of the Course/Subject	Title of the Course/Subject	Total number of Periods
BC 41	English	36

Unit	Content	Number of Periods
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विभाग 'ड' साठी संदर्भ ग्रंथ म्हणून उपयोजित मराठी - संपादक डॉ.केतकी मोडक, संतोष शेणई, सुजाता शेणई - पद्मगंधा प्रकाशन, पुणे या पुस्तकातील प्रकरण १४ वे टिपणी लेखन व प्रकरण १७ वे प्रसारमाध्यमांसाठी लेखन या प्रकरणावर ०४ गुणांचा ०१ दीर्घोत्तरी व ०३ गुणांचा ०१ लघुत्तरी प्रश्न विचारल्या जाईल.

कौशल्य विकासावर आधारित अंतर्गत मूल्यमापन :- १० गुण

- गुण विभागणी
- १) घटक चाचणी (Class Test)- ०१ - ०५ गुण
- २) स्वाध्याय (Home Assignment) - ०५ गुण

सूचना :- (१) महाविद्यालयातील सांस्कृतिक कार्यक्रमाची वृत्तपत्र, आकाशवाणी, दूरचित्रवाणीसाठी बातमी तयार करा

संत गाडगे दादा अमरावती विद्यापीठ, अमरावती

पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२३-२४

बी.कॉम. भाग- २ मराठी (द्वितीय भाषा)
सत्र ४ थे

गुण विभागणी

एकूण गुण - ५०
लेखी परीक्षा गुण - ४०
पेळ - २ तास
कौशल्य विकासावर आधारित अंतर्गत मूल्यमापन -१०

अभ्यासक्रमासाठी नेमलेले पाठ्यपुस्तक-

'अक्षरलेणी' भाग-२ (सत्र-३ व सत्र-४) (संपादित)

प्रकाशकाचे नाव: राघव पब्लिशर्स ऑण्ड डिस्ट्रीब्युटर्स, नागपूर
(विभाग 'अ', 'ब' आणि 'क' साठी)

'उपयोजित मराठी' - संपादक डॉ.केतकी मोडक, संतोष शेणई, सुजाता शेणई - पद्मगंधा प्रकाशन, पुणे या

पुस्तकातील

(विभाग- 'ड' साठी)

प्रकरण १४ वे -टिपणी लेखन- डॉ.ललितिका जाधव

प्रकरण १७ वे -प्रसारमाध्यमांसाठी लेखन - संतोष शेणई

विभाग - अ	वैचारिक	-	१२ गुण
विभाग - ब	ललित	-	१० गुण
विभाग - क	कविता	-	०९ गुण
विभाग - ड	उपयोजित मराठी	-	०९ गुण

प्रश्ननिहाय गुणविभागणी :-

३० गुण

प्रश्न १	वैचारिक विभाग	:- दीर्घांतरी एक प्रश्न	०६ गुण
प्रश्न २	वैचारिक विभाग	:- लघुत्तरी एक प्रश्न	०३ गुण
प्रश्न ३	ललित विभाग	:- दीर्घांतरी एक प्रश्न	०५ गुण
प्रश्न ४	ललित विभाग	:- लघुत्तरी एक प्रश्न	०२ गुण
प्रश्न ५	कविता विभाग	:- दीर्घांतरी एक प्रश्न	०५ गुण
प्रश्न ६	कविता विभाग	:- लघुत्तरी एक प्रश्न	०२ गुण
प्रश्न ७	उपयोजित मराठी	:- दीर्घांतरी एक प्रश्न	०५ गुण
प्रश्न ८	उपयोजित मराठी	:- लघुत्तरी एक प्रश्न	०२ गुण

(वरील सर्व प्रश्नांना अंतर्गत पर्याय राहतील.)

वस्तुनिष्ठ प्रश्न - उपरोक्त अभ्यासक्रमातील विभाग 'अ' व 'ब' यावर प्रत्येकी

१० गुण

०३ प्रश्न आणि विभाग 'क' व 'ड' यावर प्रत्येकी ०२ प्रश्न

वस्तुनिष्ठ स्वरूपाचे असे एकूण १० बहुपर्यायी प्रश्न विचारले

जातील. प्रत्येक प्रश्नास ०१ गुण याप्रमाणे हा प्रश्न १० गुणांचा असेल.

६. विविध प्रकारच्या साहित्याचे आकलन, वर्णन, आस्वादन, विश्लेषण आणि मूल्यमापन करण्याची क्षमता वाढून विद्यार्थ्यांची अभिरूची विकसित होईल.
७. या वाङ्मय प्रकारातून विविध प्रकारचे नीतिमूल्ये, जीवनमूल्ये, यांची शिकवण विद्यार्थ्यांना मिळेल. त्याचा उपयोग उत्तमरीतीने जिवन जगण्यासाठी होईल.
८. 'उपयोजित' घटकाच्या माध्यमातून विविध प्रकारची कौशल्ये त्यांच्यात निर्माण होतील व ते रोजगारक्षम होतील.
९. विचारवंत, लेखक, कवी होण्यासाठी हे अध्ययन प्रेरक ठरेल, सहाय्यभूत ठरेल. यातून विद्यार्थी भाषेच्या सर्जनशील वापर कसा करावा हे समजून घेतील व विविध प्रकारातील साहित्य निर्मिती करतील. तसेच व्यावहारिक उपयोजन करून रोजगारक्षम होतील.

अ.क्र. Sr.No.	घटक Topic	अध्यापन तासिका (Teaching Hours)	श्रेयांक Credit
विभाग - अ	वैचारिक	१०	२.०
१)	तरुणांनो! निर्भय बना, शूर बना - स्वामी विवेकानंद		
२)	गाडगे महाराज : एका आगळ्या संतत्त्वाचा धनी- अण्णासाहेब वैद्य		
३)	‘आलेम्बिक’ उद्योगसमूह : एक प्रेरणा - अनंत मराठे		
विभाग - ब	ललित		
१)	जोती : जीवनात आणि कवितेत - अरुणा ढेरे		
२)	मोयी - सतीश तराळ		
३)	कष्टाची भाकरी - सचिन वसंत पाटील	१०	
विभाग - क	कविता		
१)	डोईचा पदर आला खांद्यावरी - जनाबाई		
२)	वनसुधा - वामन पंडित		
३)	दणकट दंडस्नायू जैसे - बा.सी.मर्देकर		
४)	सण - वा. ना. आंधळे		
५)	मीघ कवितेचा बाप झालो - लक्ष्मण महाडिक		
६)	फगवा - गजानन देशमुख		
विभाग - ड	उपयोजित मराठी (Skill Enhancement Module)		
	१) टिपणी लेखन	०६	
	२) प्रसारमाध्यमांसाठी लेखन		
		36	२.०

प्रश्न ३ ललित विभाग :- दीर्घांतरी एक प्रश्न	०५ गुण
प्रश्न ४ ललित विभाग :- लघुतरी एक प्रश्न	०२ गुण
प्रश्न ५ कविता विभाग :- दीर्घांतरी एक प्रश्न	०५ गुण
प्रश्न ६ कविता विभाग :- लघुतरी एक प्रश्न	०२ गुण
प्रश्न ७ उपयोजित मराठी :- दीर्घांतरी एक प्रश्न	०५ गुण
प्रश्न ८ उपयोजित मराठी :- लघुतरी एक प्रश्न	०२ गुण

(वरील सर्व प्रश्नांना अंतर्गत पर्याय राहतील.)

वस्तुनिष्ठ प्रश्न - उपरोक्त अभ्यासक्रमातील विभाग 'अ' व 'ब' यावर प्रत्येकी १० गुण
०३ प्रश्न आणि विभाग 'क' व 'ड' यावर प्रत्येकी ०२ प्रश्न
वस्तुनिष्ठ स्वरूपाचे असे एकूण १० बहुपर्यायी प्रश्न विचारले जातील. प्रत्येक प्रश्नास ०१ गुण याप्रमाणे हा प्रश्न १० गुणांचा असेल.

विभाग 'ड' साठी संदर्भ ग्रंथ म्हणून उपयोजित मराठी - संपादक डॉ.केतकी मोडक, संतोष शेणई, सुजाता शेणई - पद्मगंधा प्रकाशन, पुणे या पुस्तकातील **प्रकरण ८ वे** जाहिरात लेखन व **प्रकरण ९ वे** माहितीपत्रक या प्रकरणावर ०४ गुणांचा ०१ दीर्घांतरी व ०३ गुणांचा ०१ लघुतरी प्रश्न विचारल्या जाईल.

कौशल्य विकासावर आधारित अंतर्गत मूल्यमापन :- १० गुण

- गुण विभागणी
- १) घटक चाचणी (Class Test)- ०१ - ०५ गुण
- २) स्वाध्याय (Home Assignment) - ०५ गुण

सूचना :- (१)वृत्तपत्र, आकाशवाणी, दूरचित्रवाणीसाठी जाहिरात तयार करा.
(२)महाविद्यालयाचे माहितीपत्रक तयार करा.

Part B

Syllabus prescribed for 2nd Year Under Graduate Programme

Programme : Bachelor of Commerce		Semester : IV
Code of the Subject	Title of the Course/Subject	Total Number of Periods
BC-42	Marathi	36

अभ्यासपत्रिकेची निष्पत्ती (COs) :

- नेमलेल्या साहित्यातून जीवनदर्शन, समकालीन व्यवहार जाणीवा यांची माहिती होईल.
- वैचारिक, ललित, कविता या विविध वाङ्मय प्रकाराचे ज्ञान होईल. या वाङ्मय प्रकाराचे वेगळेपण जाणून घेतील तथा यामधील साम्यभेदाचे आकलन होईल.
- वैचारिक गद्यातून भाषेच्या सर्जनशीलरूपाचे विद्यार्थ्यांना आकलन होईल. तसेच चारित्र्यविषय असलेल्या थोर व्यक्तींच्या जीवनकार्यातून विद्यार्थ्यांना प्रेरणा मिळेल आणि संकटावर मात करून जीवनात यशस्वी होता येते हा विचार त्यांच्या मनी रुजेल.
- ललित कलाकृतीच्या वाचनातून आनंद, बोध, ज्ञान इत्यादींची प्राप्ती होऊन विद्यार्थ्यांच्या जीवनविषयक जाणिवा समृद्ध होतील.
- वैचारिकता, तात्त्विकता, काव्यात्मकता, भावनात्मकता, सामान्य गोष्टीतील असामान्यत्वाचे दर्शन यातून विद्यार्थ्यांचा दृष्टीकोण संपन्न होईल.

३)	बगली - अमोल गोंडचवर		
विभाग - क	कविता		
१)	अभंगवाणी (तीन अभंग) - संत चोखामेळा	१०	२.०
२)	समाधान - ना. घ. देशपांडे		
३)	जिवलगा - शांता शेळके		
४)	जुने नाते - सुरेश पाचकवडे		
५)	शितीजाकडे - राम दोतोडे		
६)	कागदाची फुले - अनिरुद्ध आचार्य		
विभाग - ड	उपयोजित मराठी (Skill Enhancement Module)		
	१) जाहिरात लेखन	०६	
	२) माहितीपत्रक		
		३६	२.०

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती
पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२३-२४

दी.कॉम. भाग- २ मराठी (द्वितीय भाषा)
सत्र ३ रे

गुण विभागणी

एकूण गुण - ५०
लेखी परीक्षा गुण - ४०
वेळ - २ तास
कौशल्य विकासावर आधारित अंतर्गत मूल्यमापन -१

अभ्यासक्रमासाठी नेमलेले पाठ्यपुस्तक-

‘अक्षरलेणी’ भाग-२ (सत्र-३ व सत्र-४) (संपादित)
प्रकाशकाचे नाव: राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर
(विभाग ‘अ’, ‘ब’ आणि ‘क’ साठी)

‘उपयोजित मराठी’ - संपादक डॉ.केतकी मोडक, संतोष शेणई, सुजाता शेणई - पद्मगंधा प्रकाशन, पुणे या पुस्तकातील (विभाग- ‘ड’ साठी)

प्रकरण ८ वे - जाहिरात लेखन- संदीप खरे

प्रकरण ९ वे - माहितीपत्रक - प्रा.आनंद काटीकर

विभाग - अ	वैचारिक	-	१२ गुण
विभाग - ब	ललित	-	१० गुण
विभाग - क	कविता	-	०९ गुण
विभाग - ड	उपयोजित मराठी	-	०९ गुण

प्रश्ननिहाय गुणविभागणी :-

३० गुण

प्रश्न १ वैचारिक विभाग	:- दीर्घांतरी एक प्रश्न	०६ गुण
प्रश्न २ वैचारिक विभाग	:- लघुतरी एक प्रश्न	०३ गुण

Part B

Syllabus prescribed for 2nd Year Under Graduate Programme

Programme: Bachelor of Commerce

Semester:III

Code of the Subject	Title of the Course\Subject	Total Number of Periods
BC-32	Marathi	36

अभ्यासपत्रिकेची निष्पत्ती (COs) :

- नेमलेल्या साहित्यातून जीवनदर्शन, समकालीन व्यवहार जाणीवा यांची माहिती होईल.
- वैचारिक, ललित, कविता या विविध वाङ्मय प्रकाराचे ज्ञान होईल. या वाङ्मय प्रकाराचे वेगळेपण जाणून घेतील तथा यामधील साम्यभेदाचे आकलन होईल.
- वैचारिक गद्यातून भाषेच्या सर्जनशील रूपाचे विद्यार्थ्यांना आकलन होईल. तसेच चारित्र्यविषय असलेल्या थोर व्यक्तीच्या जीवनकार्यातून विद्यार्थ्यांना प्रेरणा मिळेल आणि संकटावर मात करून जीवनात यशस्वी होता येते हा विचार त्यांच्या मनी रुजेल.
- ललित कलाकृतीच्या वाचनातून आनंद, बोध, ज्ञान इत्यादींची प्राप्ती होऊन विद्यार्थ्यांच्या जीवनविषयक जाणिवेला समृद्ध होतील.
- वैचारिकता, तात्त्विकता, काव्यात्मकता, भावनात्मकता, सामान्य गोष्टीतील असामान्यत्वाचे दर्शन यातून विद्यार्थ्यांच्या दृष्टीकोण संपन्न होईल.
- विविध प्रकारच्या साहित्याचे आकलन, वर्णन, आस्वादन, विश्लेषण आणि मूल्यमापन करण्याची क्षमता वाढून विद्यार्थ्यांची अभिरुची विकसित होईल.
- या वाङ्मय प्रकारातून विविध प्रकारचे नीतिमूल्ये, जीवनमूल्ये, यांची शिकवण विद्यार्थ्यांना मिळेल, त्याचा उपयोग उत्तमरितीने जिवन जगण्यासाठी होईल
- 'उपयोजित' घटकाच्या माध्यमातून विविध प्रकारची कौशल्ये त्यांच्यात निर्माण होतील व ते रोजगारक्षम होतील.
- विचारवंत, लेखक, कवी होण्यासाठी हे अध्ययन प्रेरक ठरेल, सहाय्यभूत ठरेल. यातून विद्यार्थी भाषेचा सर्जनशील वापर कसा करावा हे समजून घेतील व विविध प्रकारातील साहित्य निर्मिती करतील. तसेच व्यावहारिक उपयोजन करून रोजगारक्षम होतील.

अ.क्र. Sr.No.	घटक Topic	अध्यापन तासिका (Teaching Hours)	श्रेयांक Credit
विभाग - अ	वैचारिक	१०	
१)	भाषा आणि लोकजीवन : डॉ कुसुमावती देशपांडे		
२)	नवसमाजनिर्मितीचे प्रणेते: महात्मा ज्योतीबा फुले - गंगाधर पानतावणे		
३)	सुधा नारायण मूर्ती: लेखिका व सामाजिक कार्यकर्त्या - सुमन वाजपेयी, ज्योती नांदेडकर		
विभाग - ब	ललित	१०	
१)	श्रावणसाखळी - दुर्गा भागवत		
२)	जगावेगळी आई - रमेश देशमुख		

संत गाडगे बाबा अमरावती विद्यापीठ
SANT GADGE BABA AMRAVATI UNIVERSITY

वाणिज्य व व्यवस्थापन विद्याशाखा
(FACULTY OF COMMERCE AND MANAGEMENT)

पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२३-२४

अभ्यासक्रमिका
वाणिज्य स्नातक
सत्र ३ व ४
मराठी (द्वितीय भाषा)

PROSPECTUS

OF

B.COM.

SEMESTER - 3 & 4

MARATHI (LANG-II)

SUBJECT CODE :- Sem. 3- BC - 32

Sem. 4- BC - 42

2)Advertisements	
3)Creative Writing: Situational Dialogues	

Question wise Distribution of Marks

Prose- Q.1) A) Solve any One long questions out of Two. - 5 Marks
h- 6 Marks

Poetry- Q.2)

A) Solve any One long question out of Two. - 5 Marks

B) Solve any Two short questions out of Three. - 4 Marks

MCQ- Q.3) Attempt all multiple choice questions based on prose and poetry- 10 Marks

Communication and Soft Skills-

Q. 4) Solve any Two questions out of Three. -10 Marks

Internal Assessment

1)Assignment - 5 Marks

2)Class Test - 5 Marks

Ⅷ. Tiền lương
賃 金

1. Basic Pay ☒ Monthly Wage (175,200 Yên) ☐ Daily Wage (Yên) ☐ Hourly Wage (Yên)
基本賃金 月 給 (175,200 円) 日 給 (円) 時間給 (円)

Amount per hour in case of monthly salary or daily wage (1,095 Yên) ※月給・日給の場合の 1時間当たりの金額 (1,095 円)
Amount per month in case of daily or hourly wage (Yên) ※日給・時給の場合の 1か月当たりの金額 (円)
 $175,200 \times 12 \div 120 = 1,095.00$

2. Allowances (excluding additional pay for overtime work)
諸手当 (時間外労働の割増賃金は除く)

(a)	Construction National Health Insur.	10,000	Yen per month / Calculation Method:	)
()	土建国保手当	手当、月	円/計算方法	)
(b)	Housing Allowance:	20,000	Yen per month / Calculation Method:	)
()	住宅	手当、月	円/計算方法	)
(c)	Allowance:		Yen per month / Calculation Method:	)
()		手当、月	円/計算方法	)
(d)	Allowance:		Yen per month / Calculation Method:	)
()		手当、月	円/計算方法	)

3. Estimated monthly payment (1 + 2)

	Approx.	205,200	Yên (total)
1 か月当たりの支払い概算額 (1+2) :	約	205,200	円 (合計)

4. Items to be deducted from wages in accordance with labor-management agreement ☐ No ☒ Yes
労使協定に基づき賃金支払時に控除する項目 無 有

(a)	Tax	(Appx. 3,910 Yên)	
()	税金	(約 3,910 円)	
(b)	Social insurance premium, labor insurance premium, and other insurance premiums	(approx. 29,136 Yên)	((c)2nd year add community charge)
()	社会保険料・労働保険料・各種保険料	(約 29,136 円)	2年目より住民税も徴収されます
(c)	housing expenses:	(Appx. 20,000 Yên)	
()	居住費	(約 20,000 円)	
(d)	Utility bills	(Appx. 10,000 Yên)	
()	水道光熱費	(約 10,000 円)	
(e)	Others	(Appx. 0 Yên, :)	
()	その他	(約 0 円、内訳 :)	

Add fields if necessary and show a breakdown with additional items and amounts of each breakdown.
(内訳及び内訳ごとの金額を明らかにすること)

5. Payment in net amount (3 - 4)

Without absence or the like, excluding additional payment for overtime work	Approx.	142,154	Yên (total)
手取り支給額 (3 - 4) ※欠勤等がない場合であって、時間外労働の割増賃金等は除く	約	142,154	円 (合計)

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2023.01.30 17:00
By A P



3. Scheduled working hours per month : 160 hrs. 0 mint. (Scheduled working hours per annum: 1920 hrs.)
(1か月 の所定労働時間数) 160 時間 0 分 (年間 所 定 労働 時間 数 1920 時間)

4. Number of working days per annum : (1st year: 266 days, 2nd year: 288 days, 3rd year: 288 days)
年間 所 定 労働 日 数 (1 年 目 266 日, 2 年 目 288 日, 3 年 目 288 日)

5. Presence of Overtime Work : ☒ Yes ☐ No
所 定 時 間 外 労働 の 有 無 有 無
○ See Articles : _____ to _____
詳細は、就業規則 第 _____ 条 ~ 第 _____ 条、第 _____ 条 ~ 第 _____ 条、第 _____ 条 ~ 第 _____ 条

V. Holidays
休 日
・Regular days off: Sun. _____ Year-end and New Year holidays _____ (Total number of days off per annum: 77 days)
定 例 日 : 毎 週 日 曜 日 ほか、会社カレンダーのとおり (年間 合 計 休 日 日 数 77 日)

・Additional days off: _____ trong tuần-tháng, ngày khác ()
非 定 例 日 : 週・月 当 たり 日、その他 ()
○ See Articles : _____
詳細は、就業規則 第 _____ 条 ~ 第 _____ 条、第 _____ 条 ~ 第 _____ 条

VI. Vacation
休 暇
1. Annual paid leave: Those working continuously for 6 months or more → 10 days
年 次 有 給 休 暇 6 か 月 継 続 勤 務 し た 場 合 → 10 日
Those working continuously less than 6 months (☐ Yes ☒ No
継 続 勤 務 6 か 月 以 内 の 年 次 有 給 休 暇 (有 無)
→ After the period of _____ month, _____ days
→ か 月 経 過 で _____ 日

2. Other leaves: Paid () Unpaid ()
そ の 他 の 休 暇 有 給 () 無 給 ()
○ See Articles : _____
詳細は、就業規則 第 _____ 条 ~ 第 _____ 条、第 _____ 条 ~ 第 _____ 条

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2023.01.30 16:59
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6. Additional pay rate for overtime, holiday work or night work
所定時間外、休日又は深夜労働に対して支払われる割増賃金率

(a) Overtime work: Legal overtime time within 60 working hours (25) %
法定超 (25) %
Legal overtime work exceeding 60 working hrs. (25) %
法定60時間超 (25) %
Overtime work (exceeding regular working hours) (25) %
所定超 (25) %

(b) Holiday work: Legal Holiday Work (35) % Non-legal Holiday Work (25) %
休日 法定休日 (35) % 法定外休日 (25) %

(c) Night Work 25 %
深夜 (25) %

7. Closing day of payroll: 25 the day of every month,
賃金締切日 毎月 25 日

8. Pay day: 25 the day of every month,
賃金支払日 毎月 25 日

9. Method of wage payment: ☐ Cash (by a method with which one can check the amount actually paid) ☒ Bank Transfer
賃金支払方法 通貸払 (現実)に支払われた額を確認することができる方法による) 口座振込み

10. Wage raise: ☒ Yes (Time and policy of wage raise) ☐ No
昇給 有 (昇給時期、昇給の考え方) 無

11. Bonus: ☐ Yes (Time of payment and policy of the amount of bonus) ☒ No
賞与 有 (支給時期、賞与額の考え方) 無

12. Resignation benefit: ☐ Yes (Time of payment and policy of resignation benefit) ☒ No
退職金 有 (支給時期、退職金の考え方) 無

13. Allowance for Absence from work ☒ Yes rate 60 %
休業手当 有 (率 60 %)

○ See Articles:
その他詳細は、就業規則 第 条～第 条、第 条～第 条、第 条～第 条、第 条～第 条

Ⅷ. Matters concerning resignation
退職に関する事項

1. Procedure for resignation benefit for personal reasons
(Notify president, plant manager, or other superior at least _____ week / _____ days in advance.)
自己都合退職の手続 (退職する 2週間以上前 / 日以上前 に、社長・工場長等に届けること)

2. Reasons and procedure for dismissal:
解雇の事由及び手続

The implementing organization may dismiss a technical intern training only when a compelling reason exists, after giving 30 days prior notice or upon paying no less than the average wage for 30 days of labor to the technical intern.
When Dismissing a technical intern for reasons attributable to the technical intern, the implementing organization may do so without a prior notice or payment of average wage compensation upon receiving approval from the head of the competent Labour Standards Inspection Office.

解雇は、やむを得ない事由がある場合に限り少なくとも30日前に予告をするか、又は30日分以上の平均賃金を支払って解雇する。技能実習生の責めに帰すべき事由に基づいて解雇する場合には、所轄労働基準監督署長の認定を受けることにより予告も平均賃金の支払も行わず即時解雇されることもあり得る。

○ See Articles:
詳細は、就業規則 第 条～第 条、第 条～第 条、第 条～第 条

IX. Matters concerning accommodation ☒ as below ☐ As shown in the attached sheet
宿泊施設に関する事項 以下のとおり 別紙のとおり

Name of accommodation

1. Name () Type ☐ Dormitory (boarding) ☐ Rented housing
名称 () 形態 寮(寄宿舎) 賃貸住宅

2. Address (SAITAMAKEN MISATOSHI TAKANO 1-47-3)
所在地 (埼玉県三郷市蔵野1-47-3) ☒ Other ()
その他 ()

3. Size Square meters Diện tích (82.6 m²) Capacity (No. of persons: 6) Room size per person (4.5 m²)
規模 面積 収容人数 名 1人当たり居室 ㎡

4. Amount of expenses to be paid by technical intern 20,000 yen
技能実習生の負担額 (20,000 円 賃貸住宅賃料÷居住者人数の実費範囲に限る)

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2023.01.30 17:00
By AP

X. Others
その他

Participation status for social insurance/labor insurance
社会保険の加入状況

☒ Employees pension 厚生年金 ☐ National pension 国民年金 ☒ Health insurance, 健康保険 ☐ National health insurance 国民健康保険

☒ Employment insurance, 雇用保険 ☒ Workers' accident compensation insurance, 労災保険

Medical Check-up at the time of employment 2022 year 12 month
雇入れ時の健康診断 2022 年 12 月

First routine medical check-up: 2023 year 6 month (thereafter, every 6 months)
初回の定期健康診断 2023 年 6 月 (その後 6か月 ごとに実施)

2023 year 2 month 9 day
2023 年 2 月 9 日

株式会社 M&R
甲 代表取締役 柳澤 実 (印)

A: M&R Co., Ltd. (Seal)
Representative's name: Yanagisawa Minoru
(実習実施者名・代表者役職名・氏名・捺印)
(Name of Implementing Organization,
Name and (Signature of Technical Intern Trainee)

B: PANDITKAR AKASH BHAGWAT
(技能実習生の署名)
(Signature of Technical Intern Trainee)

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2023.01.30 17:00
By A P

6. Additional pay rate for overtime, holiday work or night work
所定時間外、休日又は深夜労働に対して支払われる割増賃金率

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Legal overtime work exceeding 60 working hrs. (25) %
法定60時間超 (25) %
Overtime work (exceeding regular working hours) (25) %
所定超 (25) %

(b) Holiday work: Legal Holiday Work (35) % Non-legal Holiday Work (25) %
休日 法定休日 35) % 法定外休日 (25) %

(c) Night Work: 25) %
深夜 (25) %

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賃金支払方法 通貨払 (現実に支払われた額を確認することができる方法による) 口座振込み

10. Wage raise: ☒ Yes (Time and policy of wage raise) ☐ No
昇給 有 (昇給時期、昇給の考え方) 無

11. Bonus: ☐ Yes (Time of payment and policy of the amount of bonus) ☒ No
賞与 有 (支給時期、賞与額の考え方) 無

12. Resignation benefit: ☐ Yes (Time of payment and policy of resignation benefit) ☒ No
退職金 有 (支給時期、退職金の考え方) 無

13. Allowance for Absence from work ☒ Yes rate 60 %
休業手当 有 (率 60 %)

☐ See Articles :
その他詳細は、就業規則 第 条 第 条、第 条～第 条、第 条～第 条、第 条～第 条

Ⅷ. Matters concerning resignation
退職に関する事項

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(Notify president, plant manager, or other superior at least _____ week / _____ days in advance.)
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☐ See Articles :
詳細は、就業規則 第 条～第 条、第 条～第 条

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1. Name () Type ☐ Dormitory (boarding) ☐ Rented housing
名称 () 形態 寮(寄宿舎) 賃貸住宅

2. address (SAITAMAKEN MISATOSHI TAKANO 1-47-3)
所在地 (埼玉県三郷市鹿野1-47-3) ☒ Other ()
その他 ()

3. Size Square meters Diện tích (82.6 m²) Capacity (No. of persons: 6) Room size per person (4.5 m²)
規模 面積 収容人数 名 1人当たり居室 m²

4. Amount of expenses to be paid by technical intern 20,000 yen)
技能実習生の負担額 (20,000 円 賃貸住宅賃料÷居住者人数の実費範囲に限る)

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2023.01.30 17:00
By A.P.

参考様式第1-15号
4.2.1-15

Attachment
別紙
株式会社 M&R

Wage payment 賃金の支払い

1 Monthly Wage. ☒ Lương tháng (175,200 Yên) ☐ Daily Wage (_____ Yên) ☐ Hourly Wage (_____ Yên)
基本賃金 月給 (175,200 円) 日給 (_____ 円) 時間給 (_____ 円)

Amount per hour in case of monthly salary or daily wage 1,095 Yên
時間当たりの金額 (1,095 円)

2. Allowances (excluding additional pay for overtime work)
諸手当の額及び計算方法 (時間外労働の割増賃金は除く)

(a) Health Insurance allowance : 10,000 Yen per month / Calculation Method
(土建関係手当 手当 円 / 計算方法 :)

(b) Housing allowance : 20,000 Yen per month / Calculation Method
(住宅 手当 円 / 計算方法 :)

(c) : _____ Yen per month / Calculation Method
(手当 円 / 計算方法 :)

(d) : _____ Yen per month / Calculation Method
(手当 円 / 計算方法 :)

3. Estimated monthly payment (1 + 2) Appx. 205,200 Yên (total)
1ヶ月当たりの支払い概算額 (1+2) : 約 205,200 円 (合計)

4. Items to be deducted from wages in accordance with labor-management agreement
賃金支払時に控除する項目

(a) Tax (appx. 3,910 Yên) (c) (appx. _____ Yên)
所得税 (約 3,910 円) (約 _____ 円)

(b) Social insurance premium, labor insurance premium, and other insurance premiums (appx. 29,136 Yên)
社会保険料 (b) 2nd year add community charge (約 29,136 円)

(d) Food expenses : (0 Yên) Pay by yourself
食費 (0 円) 自己負担

(e) housing expenses: (20,000 Yên) ☐ *include - room rent, light, fuel gas, water
住居費 (20,000 円 実費の範囲内に限る) ☐ *水光熱費を含む

(f) others
その他

Tiền điện nước (appx. 10,000 Yên), others (_____ Yên), Pay by yourself
水道光熱費 (約 10,000 円), その他 (_____ 円) 自己負担

(_____ Yên), (appx. _____ Yên)
(_____ 円) (約 _____ 円)

● Tổng cộng số tiền khấu trừ Khoảng 63,046 Yên
控除する金額の合計 約 63,046 円

5. Payment in net amount (3 - 4) Appx. 142,154 Yên
Without absence or the like, excluding additional payment for overtime work
手取り支給額 (3 - 4) *欠勤等がない場合であって、時間外労働の割増賃金は除く
約 142,154 円

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2023.01.30 17:00
By A.P

雇用契約書及び雇用条件書
Employment contract and Employment Terms and Conditions

I. 雇用契約 1. Employment contract

実習実施者 株式会社 M&R (住所 東京都墨田区江東橋4-26-16) (以下「甲」という。)と
技術実習生 (候補者を含む) PANDITKAR AKASHI BHASWAT (以下「乙」という。)は、
以下の「2. 雇用条件」に記載された内容に従い、雇用契約を締結する。

The implementing organization M&R Co., Ltd. (address : 4-26-16, Koutoubashi, Sumida-ku, TOKYO)
(hereinafter referred to as "Implementing Organization") and
the technical intern trainee (including the candidates) PANDITKAR AKASHI BHASWAT (hereinafter referred to as "Technical Intern Trainee")
Agree to enter into this Employment Contract under the terms and conditions prescribed in the following "2. Employment Terms and Conditions."

本雇用契約は、乙が在留資格「技術実習 1 2 3 号」により 本邦に入国して、
技能等に係る業務に従事する活動を開始する時点をもって効力を生じるものとする。
雇用条件書に記載の雇用契約期間 (雇用契約の始期と終期) は、乙の入国日が入国予定日と相違する場合は、実際の入国日に伴って変更されるものとする。
なお、乙が何らかの事由で在留資格を喪失した時点で、本雇用契約は終了するものとする。本書は2部作成し、甲乙それぞれが保有するものとする。

This Employment Contract becomes effective when the Technical Intern Trainee enters Japan
under the "Technical Intern Training (1) (2) (3) status of residence and commences activities toward acquiring skills.
In cases where the Technical Intern Trainee's actual date of entry into Japan is different from his/her scheduled date of entry, the employment period specified in the Employment Terms and Conditions for Technical Intern Training (commencement and termination of employment contract) shall be modified in accordance with the actual date of entry.

If, for some reason or other, the Technical Intern Trainee loses his/her status of residence, this Employment Contract shall be terminated at that point.
In witness whereof, the parties hereto have executed this document in duplicate, and each party shall keep one copy of the originals.

2. 雇用条件 2. Employment Terms and Conditions

I. Period of employment contract 雇用契約期間

1. Period of employment contract
雇用契約期間
(From 2023 / 2 / 9 2025 / 12 / 21 Scheduled date of
(2023 年 2 月 9 日 ~ 2025 年 12 月 21 日)
○ entry into Japan 2022 / 12 / 22
○ 入国の予定日 2022 年 12 月 22 日

2. Renewal of contract 契約の更新の有無
☒ Renewal of contract ☐ Contract will be renewed in principle
契約の更新はしない 原則として更新する
Contract may not be renewed if the business conditions of the Implementing Organization become worse significantly.
(更新の判断基準・経営難により実習実施機関を変更する等、会社の経営状況が著しく悪化した場合には、契約を更新しない場合がある。)

II. Place of employment (technical intern training) 就業の場所
4-26-16, Koutoubashi, Sumida-ku, TOKYO, other construction site 東京都墨田区江東橋4-26-16、ほか現場

III. Contents of work to be engaged in (occupation and operations) 従事すべき業務 (職種・作業) の内容
Scaffolding (Operation: Scaffolding building work). とび (とび作業)

IV. Contents of work to be engaged in (occupation and operations) 労働時間等

1. Work hours, etc. Scheduled working hours per day: 6 hrs. 40 mins.
始業・終業の時刻等 1 日の所定労働時間数 6 時間 40 分

(1) Opening time (8 hrs. 00 phut) Closing time (16 hrs. 40 mins.
始業 (8 時 00 分) 終業 (16 時 40 分)

(2) [Applicable systems]
【次の制度が労働者に適用される場合】
☐ Irregular working hour system: Irregular working hour system (units)
変形労働時間制: () 単位の変形労働時間制

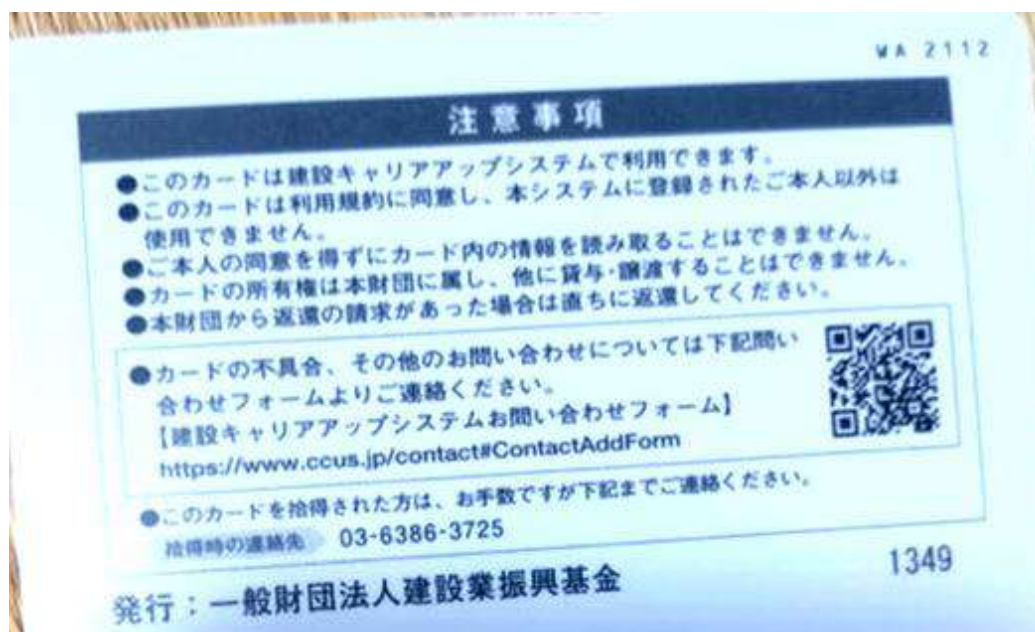
According to work rules and calendar
就業規則及びカレンダーによる

◎ If an irregular working hour system is adopted by a unit of one year, please attach a copy of a yearly corporate calendar that has translation in the native language of the technical intern trainee as well as a copy of the letter of agreement concerning the irregular working hour system that was submitted to the Labour Standards Inspection Office.
1 年単位の変形労働時間制を採用している場合には、母国語併記の年間カレンダーの写し
及び労働基準監督署へ届け出た変形労働時間制に関する協定書の写しを添付する。

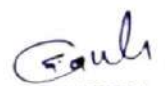
☒ Shift System: Combination of the following working hours
交替制として、次の勤務時間の組み合わせによる。

Opt.time: 20 hrs 00 mins. Ch.time: 4 hrs. 40 mins. (Day applied: Work break: 120 phut. Scheduled working hours per day: 6 hrs. 40 mins.
始業 (20 時 00 分) 終業 (4 時 40 分) 適用日 休憩時間 120 分、1 日の所定労働時間 6 時間 40 分)
Opt.time: 0 hrs. mins. (Day applied: Work break: mins. Scheduled working hours per day: hrs. mins.
始業 (時 分) 終業 (時 分) 適用日 休憩時間 0 分、1 日の所定労働時間 0 時間 0 分)
Opt.time: hrs mins. Ch.time: hrs. mins. (Day applied: Work break: mins. Scheduled working hours per day: hrs. mins.
始業 (時 分) 終業 (時 分) 適用日 休憩時間 0 分、1 日の所定労働時間 0 時間 0 分)

2. Work hours: (120) mins.




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