



Deccan Education Society's
FERGUSSON COLLEGE, PUNE
(AUTONOMOUS)

SYLLABUS UNDER AUTONOMY

FIRST YEAR B.A. English (Compulsory)
SEMESTER – I and II

Academic Year 2019-2020

F.Y. B.A. Semester I		
Title of the Course and Course Code	Communication Skills I (ENG1101)	Number of Credits : 3
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Reproduce the learning of basic language skills with reference to the objectives of the prescribed syllabus.	
CO2	Explain with examples and illustrations the comprehended concepts and theoretical foundations of linguistic and literary competence.	
CO3	Apply the linguistic competence to construct texts based on the learning components in the textbooks.	
CO4	Develop the skill to analyze the content of the prescribed textbooks and effectively express the understanding in various modes of communication.	
CO5	Evaluate the writing style and the style of speaking independently.	
CO6	Write different types of texts after learning the mechanics of writing.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	1. An Astrologer's Day- R. K. Narayan 2. Playing the English Gentleman- M. K. Gandhi 3. In the Bazaars of Hyderabad- Sarojini Naidu	12
II	1. Before Breakfast- Eugene O'Neill 2. Sir Issac Newton- Nathaniel Hawthorne 3. Mother of Traitor- Maxim Gorky	12
III	1. Grammar: Prepositions, Conjunctions, Passive Voice, Indirect Speech, Degrees of Comparison	12
IV	1. Writing Skills: Narrative Essay, Expository Essay, Argumentative Essay, Diary/ Journal Writing, Writing for Media	12

References:

1. Sumita Roy, P. Samata, K. V. Ramana Chary (Ed.) - English for Us II: A Textbook of Language and Literature. Hyderabad: Orient Blackswan Private Limited, 2017.

F.Y. B.A.Semester II		
Title of the Course and Course Code	Communication Skills II (ENG1201)	Number of Credits : 3
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the basic literary components of the prescribed text	
CO2	Explain the given literary text with reference to the aspects of the given genre	
CO3	Apply the linguistic competence to examine the given text in oral or written form	
CO4	Critically analyze the given literary texts with the use of appropriate syntax and sentence structures	
CO5	Compare different written and oral texts to study the content, choice of words and sentence structures	
CO6	Build linguistic and literary competence after being equipped with the necessary language skills	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	1. Values in Life- Rudyard Kipling 2. The Heaven of Freedom- Rabindranath Tagore 3. A Sunny Morning: A Comedy of Madrid in One Act- Serafin and Quintero 4. Mother Teresa- F. G. Herod	12
II	1. Pygmalion- G. B. Shaw	12
III	1. Grammar: Types of Sentences, Transformation of Sentences, Conditional Clauses, Common Errors	12
IV	1. Writing Skills: CV, Script Writing, Report Writing	12

References:

1. Sumita Roy, P. Samata, K. V. Ramana Chary (Ed.) - English for Us II: A Textbook of Language and Literature. Hyderabad: Orient Blackswan Private Limited, 2017.
2. Pygmalion-G B Shaw



Fergusson College (Autonomous)

Pune

Learning Outcomes-Based Curriculum

for

F.Y.B.A. Economics

With effect from June 2019

Program Outcomes (POs) for B.A Programme

PO1	Disciplinary Knowledge: Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.
PO2	Critical Thinking and Problem solving : Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.
PO3	Social competence : Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.
PO4	Research-Related Skills: Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an research project be it in field or otherwise under supervision.
PO5	Personal and professional competence: Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.
PO6	Effective Citizenship and Ethics : Demonstrate empathetic social concern and equity centred national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
PO7	Environment and Sustainability : Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.
PO8	Self-directed and Life-long learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

Program Specific Outcomes (PSOs) for B.A. Economics

PSO No.	Program Specific Outcomes (PSOs) Upon completion of this programme the student will be able to
PSO1	Academic Competence: (i) To understand the behavioural dynamics in Indian and World economy. (ii) To inculcate the ability to explain core economic terms, concepts and theories.
PSO2	Personal and Professional Competence: (i) To apply both oral and written communication skills within the discipline.
PSO3	Research Competence: (i) To conduct preliminary economic analysis.
PSO4	Entrepreneurial and Social Competence: (i) To understand functioning and implementation of policies. (ii) To think critically about economic matters. (iii) To inculcate and apply communication skills to understand the social scenario and find solutions for social problems.

Programme Structure

F.Y. B.A.		
Semester	New CBCS Pattern	Old /Existing Pattern
Sem I	Principles of Economics I ECO1101 (3 credits)	Principles of Economics I ECO1101 (3 credits)
Sem II	Principles of Economics II ECO1201 (3 credits)	Principles of Economics II ECO1201 (3 credits)
S.Y. B.A.		
Sem III	DSE 1A (4 credits) ECO 2301: Title: Micro Economics I	Special Paper 1 Title: Micro Economics I
	DSE 2A (4 credits) ECO 2302: Title: Macro Economics I	Special Paper 2 Title: Macro Economics I
	SEC 1A (3 credits) ECO 2303: Title: Banking and Financial Sector I	General Paper 2 Title: Banking and Financial Sector I
	SEC 2A (2 credits) (Value/Skill Based) ECO 2304: Title: Research Methods for Economics I	----
Note: SEC 1A is CC '1 or 2' (General paper for other department students)		
Sem IV	DSE 1B (4 credits) ECO 2401: Title: Micro Economics II	Special Paper 1 Title: Micro Economics II
	DSE 2B (4 credits) ECO 2402: Title: Macro Economics II	Special Paper 2 Title: Macro Economics II
	SEC 1B (3 credits) ECO 2403: Title: Banking and Financial Sector II	General Paper 2 Title: Banking and Financial Sector II
	SEC 2B (2 credits) (Value/Skill Based/ Field Work of SEC-1B) ECO 2404: Title: Research Methods for Economics II	----
SEC 1B is CC-'1 or 2' (General paper for other department students)		

T.Y. B.A.

Semester	New CBCS Pattern	Old /Existing Pattern
Sem V	DSE 1C (4 credits) ECO3501: Title: International Economics I	Special Paper 3 Title: International Economics I
	DSE 2C (4 credits) ECO3502: Title: Public Finance I OR ECO3505: Elementary Quantitative Technique I	Special Paper 4 Elective Title: Public Finance I OR Elementary Quantitative Technique I
	SEC 1C (3 credits) ECO3503: Title: Economic Development & Planning I	General Paper 3 Title: Economic Development & Planning I
	SEC 2C (2 credits) (Value/Skill Based) ECO3504: Title: Project I (Book Review, Literature Review, Research Project, Case Study or Internship)	----
<i>Note: SEC 1C is CC '1 or 2' (General paper for other department students)</i>		
Sem VI	DSE 1D (4 credits) ECO3601: Title: International Economics II	Special Paper 3 Title: International Economics II
	DSE 2D (4 credits) ECO3602: Title: Public Finance II OR ECO3605: Elementary Quantitative Technique II	Special Paper 4 Elective Title: Public Finance II OR Elementary Quantitative Technique II
	SEC 1D (3 credits) ECO3603: Title: Economic Development & Planning II	General Paper 3 Title: Economic Development & Planning II
	SEC 2D (2 credits) (Value/Skill Based/ Field Work of SEC-1B) ECO3604: Title: Project I (Book Review, Literature Review, Research Project, Case Study or Internship)	----
<i>Note: SEC 1D is CC- '1 or 2' (General paper for other department students)</i>		

F.Y. B.A. Semester I		
Title of the Course and Course Code	Principles of Economics-I (ECO1101)	Number of Credits : 03
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Define the evolution of economic thought in the world.	
CO2	Interpret the basic economic problems faced by any economic unit.	
CO3	Articulate the elementary principles governing the functioning of the economy.	
CO4	Distinguish the rudimentary tools and methods used for economic analysis.	
CO5	Appraise of the basic tenets of economics and how they present themselves in our daily lives.	
CO6	Collect economic data.	

Unit No.	Title of Unit and Contents
I	<p>Economic Thoughts.</p> <p>Plato, Aristotle,</p> <p>Medieval & Fall of Medieval Economic Thought,</p> <p>Mercantilism: Views on Trade, Money and Prices,</p> <p>Physiocracy: Natural Order, Net product and Circulation of wealth,</p> <p>Adam Smith – Theories of Value and Distribution, and canons of taxation,</p> <p>David Ricardo - Theory of Value and views on Distribution,</p> <p>Thomas Malthus – Population Theory,</p> <p>Marx’s theory of surplus value.</p>
II	<p>Introduction to Principles of Economics</p> <p>Basic Economic Problems: Scarcity, Choice and Opportunity Cost: Production Possibility Frontier,</p> <p>Marginal Utility/Cost: Concept & Meaning,</p> <p>Role of Incentives,</p> <p>Role played by Government in markets,</p> <p>Concept of Standard of Living,</p> <p>Inflation ,</p> <p>Tradeoff between inflation and unemployment</p>

III	Economics and its methods The Scientific Method and role of assumptions, Positive Economics and Normative Economics, Variables- Dependent and Independent, Exogenous and Endogenous Basics of Graphs- One variable and two variable graphs, equation, meaning of slope and intercepts, Meaning of Equilibrium- Stable and Unstable, Time Series Analysis and cross sectional Analysis
IV	Introduction to Microeconomics and Macroeconomics Microeconomics Nature and importance of Microeconomics Static and dynamic analysis Use of Budget Constraints and Budget Line Meaning and utilization of Utility Macroeconomics Nature and importance of Macroeconomics Meaning of National Income National Income Aggregates (GDP, GNP, NDP, NNP), Nominal and Real Income, NI at Market prices and Factor Costs

References:

1. History of Indian Economic Thought - Amiya Kumar Dasgupta
2. History of Economic Analysis-Schumpeter
3. History of Economic Thought: a critical perspective- E.K.Hunt
4. A History of Economic Thought- V. Lokanathan- Chand Publication
5. History of Economic Thought- H.L.Bhatia-Vikas Publication
6. Principles of Economics- N. Gregory Mankiw
7. Macroeconomics, Dornbush Rudiger, Fischer
8. Principles of Microeconomics, HL Ahuja S. Chand Publication
9. Microeconomics Analysis, Hal R Varian
10. अंशलक्षी अर्थशास्त्र, डॉ. मुकुंद महाजन, निरालीपब्लिकेशन.
11. आधुनिकस्थूल अर्थशास्त्रप्रा. रामदेशमुख, विद्यापब्लिकेशन. नागपूर
12. आंतरराष्ट्रीय अर्थशास्त्र भोसले, काटे, फडकपब्लिकेशन,कोल्हापूर
13. अर्थिक विचारांचा इतिहास, प्रा. रायखेलकर,डॉ. दामजपब्लिकेशनविद्याबुस्क
14. अर्थिक विचारांचा इतिहास, पटवर्धन, विद्याधरमहादेव,पब्लिकेशननागपूरपिंपळपूरे.
15. अर्थिक विचारांचा इतिहास, Dr. J.F Patil, Phadake Prakash Kolhapure

F.Y. B.A. Semester II		
Title of the Course and Course Code	Principles of Economics-II (ECO1201)	Number of Credits : 03
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Identify the salient features of the Indian Economy and its historical context.	
CO2	Interpret the importance of the Agricultural and Industrial sectors to the Indian Economy and the problems plaguing them.	
CO3	Demonstrate the features of the Indian demography and the issues of poverty and inequality and how they create roadblocks to India's progress.	
CO4	Analyse functioning of the economy as a whole by studying the component markets.	
CO5	Review the basic functioning of Public finances in India.	
CO6	Compile historical evidence for various schools of thought in Economics.	

Unit No.	Title of Unit and Contents
I	<p>History of Indian Economy</p> <p>Major features of the Economy at Independence, Indian economic structure- Pre-Independence, Dadabhai Naorojee and M.G Ranade, Gandhian Economic Thought, B.R Ambedkar- views on agriculture and development policy</p>
II	<p>Indian Agriculture, Industry and Service Sector</p> <p>Agriculture: nature and importance. Land use patterns, Trends in agriculture, Production and Productivity, cropping pattern, Land Reforms: Green Revolution, Rural Credit, Agriculture marketing, Mechanization, MSME: Meaning, importance and problems, Major industries in India: Iron and Steel, Textile, Sugar, cement and automobiles, Economic Infrastructure: Irrigation, Power, transport, communication, Banking and Insurance, Social Infrastructure: Health, Education, Housing and Sanitation.</p>
III	<p>Indian Population and Poverty</p> <p>Population in India Size and Growth Rate, Features and Problems of Indian Population</p>

	Sex Composition Rural Urban Distribution Age Composition Density of population Occupational Distribution Population Policy 2000 Meaning and Concept of Poverty Estimation of Poverty Income Inequality- GINI index – Economic Inclusion (Policies) Sustainable Development –Meaning-Types-Need
IV	Indian Public Finance Indian Budget, Public Expenditure in India Composition, Causes of Growth in Public Expenditure. Public Revenue in India, Types of revenue, Types of revenue, Tax Structure Types of Taxes- Direct, Indirect, GST Public Debt in India-Meaning and Types Concept of Deficit Financing Central-State Financial Relations

References:

1. Indian Economy: Performance & Policies- Uma Kapila
2. Ruddar Datt and K. P. M. Sundharam (2015), Indian Economy, S. Chand & Company Ltd. New Delhi.
3. Misra and Puri (2015), Indian Economy, Himalaya Publication House, Mumbai.
4. A N Agrawal- (2015), Indian Economy-Problems of Development and Planning, Wishwa Prakashan, New Delhi.
5. Indian Economy : Ramesh Singh Tata McGraw hill Publication New Delhi
6. Indian Economy : At glance -Pratiyogita Darapan Series New Delhi.
7. भारताचे कृषि-अर्थशास्त्र , डॉ. मुकुंद महाजन कॉन्टीनेटल प्रकाशन, पुणे.
8. भारतीय अर्थव्यवस्था, देसाई, भालेराव, निराली प्रकाशन, पुणे.
9. भारतीय अर्थव्यवस्था
(संक्रमण आणि विकास), श्रीधर देशपांडे, वि. देशपांडे, हिमालया पब्लिकेशन नागपूर



Fergusson College (Autonomous)
Pune

Learning Outcomes-Based Curriculum
for
F.Y.B. A. Philosophy
With effect from June 2019

Program Outcomes (POs) for B.A Programme

PO1	<p>Disciplinary Knowledge: Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.</p>
PO2	<p>Critical Thinking and Problem solving: Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.</p>
PO3	<p>Social competence: Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.</p>
PO4	<p>Research-Related Skills: Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an research project be it in field or otherwise under supervision.</p>
PO5	<p>Personal and professional competence: Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.</p>
PO6	<p>Effective Citizenship and Ethics: Demonstrate empathetic social concern and equity centred national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.</p>
PO7	<p>Environment and Sustainability: Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.</p>
PO8	<p>Self-directed and Life-long learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.</p>

Program Specific Outcomes (PSOs) for B.A. Philosophy

PSO No.	Program Specific Outcomes (PSOs) Upon completion of this programme the student will be able to
PSO1	Academic Competence: (i) Know core issues, problems and concerns in both Indian and Western traditions. (ii) Develop the skills for oral and written communication with special reference to the quality and organisation of the content. (iii) Explore various branches of Philosophy and their interrelations.
PSO2	Personal and Professional Competence: (i) Process information in a logically consistent manner so as to come up with their own position about a certain topic. (ii) Analyse a problem from an interdisciplinary perspective.
PSO3	Research Competence: (i) Critically evaluate approaches, theories, positions, norms, values. (ii) Analyse concepts and to trace their historical development. (iii) Logically assess the arguments with reference to their comparative strengths and weakness.
PSO4	Entrepreneurial and Social Competence: (i) Identify ethically relevant issues in contemporary life and to deliberate over them. (ii) Develop an open minded approach and an attitude of respect for diverse opinions. (iii) Appreciate the significance of democratic values in intellectual discourses. (iv) Apply ethical theories and principles in real life situations.

Programme Structure

F.Y. B.A.		
Semester	New CBCS Pattern	Old /Existing Pattern
Sem I	PHI1101 Foundations of Philosophy I (Credits 03)	PHI1101 Foundations of Philosophy I (Credits 03)
Sem II	PHI1201 Foundations of Philosophy II (Credits 03)	PHI1201 Foundations of Philosophy II (Credits 03)
S.Y. B.A.		
Sem III	DSE 1A (4 credits) PHI2301: Title: Ancient Indian Philosophy: Vedic and Non-Vedic	Special Paper 1 Title: Ancient Indian Philosophy: Vedic and Non-Vedic
	DSE 2A (4 credits) PHI2302: Title: Introduction to Western Philosophy 1	Special Paper 2 Title: Introduction to Western Philosophy 1
	SEC 1A (3 credits) PHI2303: Title: Ethics and Good Life 1	General Paper 2 Title: Philosophy and Good Life
	SEC 2A (2 credits) (Value/Skill Based) PHI2304: Title: Critical Reasoning 1	----
<i>Note: SEC 1C is CC '1 or 2' (General paper for other department students)</i>		
Sem IV	DSE 1B (4 credits) PHI2401: Title: Indian Philosophy: The Orthodox Systems	Special Paper 1 Title: Indian Philosophy: The Orthodox Systems
	DSE 2B (4 credits) PHI2402: Title: Introduction to Western Philosophy 2	Special Paper 2 Title: Introduction to Western Philosophy 2
	SEC 1B (3 credits) PHI2403: Title: Ethics and Good Life 2	General Paper 2 Title: Applied Ethics
	SEC 2B (2 credits) (Value/Skill Based/ Field Work of SEC- 1B) PHI2404: Title: Critical Reasoning 2	----
<i>SEC 1B is CC-'1 or 2' (General paper for other department students)</i>		

T.Y. B.A.

Semester	New CBCS Pattern	Old /Existing Pattern
Sem V	DSE 1C (4 credits) PHI3501: Indian Thinkers (Medieval and Modern)	Special Paper 3 Indian Thinkers (Medieval and Modern)
	DSE 2C (4 credits) PHI3502: Western Thinkers (Twentieth Century)	Special Paper 4 Twentieth Century Western Philosophy (Thinkers)
	SEC 1C (3 credits) PHI3503: Socio-Political Philosophy (Western)	General Paper 3 Socio-Political Philosophy (Western)
	SEC 2C (2 credits) (Value/Skill Based) PHI3504: Methods and Concepts in Philosophical Counseling (Western)	----
<i>Note: SEC 1C is CC '1 or 2' (General paper for other department students)</i>		
Sem VI	DSE 1D (4 credits) PHI3601: Twentieth Century Indian Philosophy (Textual Studies)	Special Paper 3 Twentieth Century Indian Philosophy: Textual Studies
	DSE 2D (4 credits) PHI3602: Twentieth Century Western Philosophy (Textual Studies)	Special Paper 4 Twentieth Century Western Philosophy (Textual Studies)
	SEC 1D (3 credits) PHI3603: Aesthetics	General Paper 3 Socio-Political Philosophy (Indian)
	SEC 2D (2 credits) (Value/Skill Based/ Field Work of SEC-1B) PHI3604: Methods and Concepts in Philosophical Counseling (Indian)	----
<i>Note: SEC 1D is CC-'1 or 2' (General paper for other department students)</i>		

F.Y. B.A. Semester I		
Title of the Course and Course Code	Foundations of Philosophy I (PHI1101)	Number of Credits : 03
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Define Philosophy and list its main branches and characteristics, identify main issues in Philosophy and classify them into different branches of Philosophy.	
CO2	Differentiate between the Indian and the Western approaches to Philosophy and Logic.	
CO3	Recognize the peculiar nature of Philosophical thinking.	
CO4	Explain the basic concepts in Epistemology and logic.	
CO5	Analyse the proofs for existence of God from the logical point of view.	
CO6	Develop a reflective attitude towards issues, problems and theories.	

Unit. No.	Title of Unit and Contents
I	Introduction to Philosophy Definitions of Philosophy (Indian and Western), Nature and scope of Philosophy Methods of Philosophy: Dialogue, Debate, Conceptual Analysis
II	Epistemology and Logic (Western) Concept and definition of knowledge, Sources of knowledge: Reason, Sense perception, Introduction to Logic, nature and types of arguments: Deductive and Inductive
III	Epistemology and Logic (Indian) Concept of Prama, Pramanas (Sources of knowledge) according to Mimamsa Darshan, Anumana (Inference) according to Nyaya Darshan
IV	Philosophy of Religion Theology and Philosophy[of Religion, Nature of God, Theories about the relation between God and the world, Arguments for and against the existence of God

References:

1. Titus H.H.: Living Issues in Philosophy: An Introductory Text Book, Eurasia Publishing House, Pvt. Ltd., New Delhi, 1968
2. Datta and Chatterjee: An Introduction to Indian Philosophy, University of Calcutta, Calcutta, 2008
3. John Hospers: Introduction to philosophical Analysis, Allied Publishers, Bombay, 1975
4. Will Durant, The Story of Philosophy, Pocket Books, New York, 2006

F.Y. B.A. Semester II		
Title of the Course and Course Code	Foundations of Philosophy II (PHI1201)	Number of Credits : 03
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describe art and discuss the relation between art and morality.	
CO2	Distinguish between the basic metaphysical approaches in the Indian and the Western tradition and explain the basic ethical concepts in both the Indian and the Western tradition.	
CO3	Apply the basic ethical approaches to particular cases.	
CO4	Differentiate between moral and non-moral values.	
CO5	Appraise the experience of art with the Indian notions of Bhava and Rasa.	
CO6	Analyse the proofs for existence of God from the logical point of view.	
Unit. No.	Title of Unit and Contents	
I	Metaphysics (Western) Monism, Dualism, Pluralism, Idealism, Materialism, Realism, Democritus, Plato, Descartes	
II	Metaphysics (Indian) Charvaka materialism, Buddhist concept of reality, Sankhya dualism, Jaina Pluralism, Advaita Vedanta monistic Idealism	
III	Ethics (Basic concepts and theories) Western concepts: Good, Right, Obligation, Theories: Egoism, Hedonism Indian Concepts: Rta, Dharma, Theories: Theory of Purushartha, Law of Karma	
IV	Aesthetics Concept of Beauty, Nature of Art, Art and Morality, Concepts of Rasa and Bhava (Bharatmuni's Natyashastra)	

References:

1. Kedarnath Tiwari: Classical Indian Ethical Thought; Motilal Banarsidas, Delhi, 1998.
2. H.H. Titus: Ethics for Today, Eurasia Publishing House Pvt. Ltd., New Delhi, 1966.
3. William Lillie: An Introduction to Ethics, Allied Publishers Limited, New Delhi Indian Edition, 2001).
4. William Frankena: Ethics, Prentice Hall of India, New Delhi, 1993.
5. Titus H. H.: Living Issues in Philosophy: An Introductory Text Book, Eurasia Publishing House Pvt. Ltd., New Delhi, 1968.
6. Datta and Chatterjee: An Introduction to Indian Philosophy, University of Calcutta, Calcutta, 2008.
7. John Hospers: Introduction to philosophical Analysis, Allied Publishers, Bombay, 1975



Fergusson College (Autonomous)

Pune

Learning Outcomes-Based Curriculum

for

F. Y. B.A. (Psychology)

With effect from June 2019

Program Outcomes (POs) for B.A Programme

PO1	Disciplinary Knowledge: Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.
PO2	Critical Thinking and Problem solving: Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.
PO3	Social competence: Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.
PO4	Research-Related Skills: Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an research project be it in field or otherwise under supervision.
PO5	Personal and professional competence: Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.
PO6	Effective Citizenship and Ethics: Demonstrate empathetic social concern and equity centred national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
PO7	Environment and Sustainability: Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.
PO8	Self-directed and Life-long learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

Program Specific Outcomes(PSOs) for F.Y. B.A. Psychology

PSO No.	Program Specific Outcomes(PSOs) Upon completion of this programme the student will be able to
PSO1	<p>Academic competence:</p> <ul style="list-style-type: none"> i) Develop sound knowledge about the fundamental concepts in Psychology pertaining to different sub fields like Positive Psychology, Health Psychology, Social Psychology, Psychometry amongst others ii) Develop critical thinking skills and distinguish between concepts studied in different courses. iii) Formulate psychology related problems and apply appropriate concepts and methods to solve them.
PSO2	<p>Personal and Professional Competence:</p> <ul style="list-style-type: none"> i) Develop positive attributes such as empathy, compassion, social participation, and accountability ii) Develop effective communication skills like listening, speaking, and observational skills. Appreciate and tolerate different perspectives. iii) Carry out tasks independently as well as in teams and show leadership qualities.
PSO3	<p>Research Competence:</p> <ul style="list-style-type: none"> i) Develop strong theoretical foundations of research methodology used in Psychology ii) Apply the knowledge to conduct research projects in an ethical way iii) Learn the use of Statistical software to analyse the data and present the findings in an appropriate manner
PSO4	<p>Ethical/Social competence:</p> <ul style="list-style-type: none"> i) Display a commitment towards the health and wellbeing of different stakeholders (Individuals, groups, society). ii) Analyze social problems, social dynamics and create solutions to manage them effectively. iii) Respect intellectual property rights and is aware of the implications of engaging in unethical means.

Programme Structure

F.Y. B.A.		
Semester	New CBCS Pattern	Old /Existing Pattern
Sem I	PSY1101 Foundations of Psychology (Credits 03)	PSY1101 Foundations of Psychology (Credits 03)
Sem II	PSY1201 Basic Cognitive Processes and Consciousness (Credits 03)	PSY1201 Basic Cognitive Processes and Consciousness (Credits 03)
S.Y. B.A.		
Sem III	DSE 1A (4 credits) PSY2301: Title: Abnormal Psychology.....	Special Paper 1 Title: Abnormal Psychology.....
	DSE 2A (4 credits) PSY2302: Title: Psychological Testing.....	Special Paper 2 Title: Psychological Testing.....
	SEC 1A (3 credits) PSY2303: Title: Introduction to Social Psychology	General Paper 2 Title: Introduction to Social Psychology
	SEC 2A (2 credits) (Value/Skill Based) PSY2304: Title: Psychological Test Construction.....	----
<i>Note: SEC 1C is CC '1 or 2' (General paper for other department students)</i>		
Sem IV	DSE 1B (4 credits) PSY2401: Title: Child and Adolescent Development	Special Paper 1 Title: Abnormal Psychology and Psychosocial Treatment.....
	DSE 2B (4 credits) PSY2402: Title: Research Methodology	Special Paper 2 Title: Research Methodology.....
	SEC 1B (3 credits) PSY2403: Title: Social Dynamics	General Paper 2 Title: Social Dynamics.....
	SEC 2B (2 credits) (Value/Skill Based/ Field Work of SEC-1B) PSY2404: Title: Research Application.....	----
<i>SEC 1B is CC-'1 or 2' (General paper for other department students)</i>		

T.Y. B.A.

Semester	New CBCS Pattern	Old /Existing Pattern
Sem V	DSE 1C (4 credits) PSY3501: Title: Industrial And Organisational Psychology	Special Paper 1 Title: Industrial And Organisational Psychology
	DSE 2C (4 credits) PSY3502: Title: Psychology Practical: Tests and Statistical Methods	Special Paper 2 Title: Psychology Practical: Tests and Statistical Methods
	SEC 1C (3 credits) PSY3503: Title: Positive Psychology	General Paper 3 Title: Positive Psychology
	SEC 2C (2 credits) (Value / Skill Based) PSY3504: Title: Testing Application	----
<i>Note: SEC 1C is CC '1 or 2' (General paper for other department students)</i>		
Sem VI	DSE 1D (4 credits) PSY3601: Title: Cognitive Psychology	Special Paper 1 Title: Cognitive Psychology
	DSE 2D (4 credits) PSY3602: Title: Psychology Practical: Experiments and Statistical Methods	Special Paper 2 Title: Title: Psychology Practical: Experiments and Statistical Methods
	SEC 1D (3 credits) PSY3603: Title: Health Psychology	General Paper 3 Title: Health Psychology
	SEC 2D (2 credits) (Value/Skill Based/ Field Work of SEC-1B) PSY3604: Title: Experimental Application	----
<i>Note: SEC 1D is CC-'1 or 2' (General paper for other department students)</i>		

F.Y. B.A. Semester I		
Title of the Course and Course Code	Foundations of Psychology (PSY1101)	Number of Credits : 03
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Recognise the influence of biological factors on human behaviour	
CO2	Distinguish between different scientific methods that are used to carry out a	
CO3	Examine the simple human behaviour from the scientific perspective.	
CO4	Analyse different types of personality traits which can be beneficial in	
CO5	Criticize different types of personality theories effectively	
CO6	Construct an action plan based on SWOT analysis for one's life	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Psychology as a Science of Mind and Behaviour Psychology: Definition, Goals and Fields of Psychology, Historical Perspectives in Psychology, Modern Perspectives in Psychology Methods - Steps used in Scientific Method, Descriptive Methods: Naturalistic Observation, Laboratory Observation, Case Study, Survey and Correlation, Experimental methods Ethics in Psychological Research, Application: Thinking Critically About Critical Thinking	12
II	Biological Bases of Human Behaviour Neuron: Structure and Function, Neurotransmitters - Serotonin, Dopamine, GABA, Acetylcholine Nervous system - Central Nervous System Peripheral Nervous System Glandular System - Pituitary, Thyroid, Parathyroid, Adrenal, Gonads, Applications: Techniques and New Trends used for Looking inside the living Brain	12
III	Personality Nature, Definition and Misconceptions, Freud's Psychodynamic Perspective and NEO-Freudians, The Behaviourist and Social-Cognitive View and Humanistic View of Personality Trait Approaches to Personality- Allport's Approach, Eysenck's PEN Model, Cattell's 16PF, Five Factor Model and recent advances Application: SWOT Analysis	12

IV	Motivation, Emotion and Stress Motivation: Definition and Approaches: Instinct and Evolutionary, Need and Drives, Arousal, Incentive, Humanistic (Maslow), Self-Determination Theory. Emotion: Definition, Elements and Theories Elements of emotion, Theories of emotion: James-Lange, Canon Bard, Schachter, Singer and Lazarus Stress: Definition and Sources of Stress (Environmental, Psychological and Personality factors)- Coping with Stress Application: Becoming More Optimistic	12
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Learning Resources:

1. Ciccarelli, S. & White, J.H. (2012). Psychology. N.Y.: Prentice Hall
2. Ciccarelli, S. & Meyer, G. E. (2006). Psychology. New Delhi: Pearson Education.
3. Passer, M. W. & Smith, R. E. (2007). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
4. Feldman, R. S. (8th ed.) (2008). Understanding psychology. TMH.
5. Coon, D. & Mitterer, J. O. (2007). Introduction to psychology: Gateways to mind and behaviour. Singapore: Thomson Wadsworth.
6. Lahey, B. B. (2003). Psychology: An introduction. New Delhi: Tata McGraw-Hill.
7. Smith, E. E., Hocksema, S. N., Fredrickson, B. and Loftus, G. R. (2003). Atkinson and Hilgard's Introduction to Psychology. Singapore: Thompson Wadsworth.
8. Baron, R. A. (2001). Psychology. New Delhi: Pearson Education Pvt. Ltd.
9. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (1986). Introduction to Psychology. McGraw-Hill Book Co.
10. Abhyankar, S. C., Oke, A., & Golwilkar, S. A. (2014). Manasashastra: Vartanache Shastra. New Delhi: Pearson Education

F.Y. B.A. Semester II		
Title of the Course and Course Code	Basic Psychological Processes (PSY1201)	Number of Credits : 03
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describe different theories of learning.	
CO2	Differentiate between the cognitive processes such as sensation, attention and	
CO3	Use the knowledge of IQ to understand the difference between the different	
CO4	Explain different types of intelligence processes which can help in	
CO5	Criticise the different learning theories effectively which helps in using	
CO6	Integrate the knowledge of sleep pattern and able help oneself in improving	
Unit. No.	Title of Unit and Contents	No. of Lectures
I	States of Consciousness Definition of Consciousness and altered states of Consciousness, Stages of Sleep and Sleep Disorders, Theories of Dreams, Hypnosis and theories, Application: Improving quality of sleep	12
II	Learning and memory Learning: Definition, and Nature Theories of Learning: Classical Conditioning, Operant Conditioning, Cognitive Learning, Observational Learning Memory: Definition and Types, Forgetting and Causes of Forgetting, Application: Health and Memory	12
III	Sensation, Attention and Perception Sensation: Definition, Nature and Process Attention- Definition, Types, Determinants, Phenomena - Division of Attention, Span of Attention Perception – Definition, Gestalt Principles and Perceptual Constancies, Perceptual Illusions, Application: Techniques of improving concentration	12
IV	Intelligence and Thinking Intelligence: Definition and Basic Concepts in Measurement (CA, MA, IQ and DQ) Intelligence Measurement: Stanford Binet, Wechsler Intelligence Scale for Children (WISC) and Wechsler Adult Intelligence Scale (WAIS) Individual Differences: Mentally Challenged: Types, Causes and Prevention, Giftedness and Emotional Intelligence Thinking – Definition and Types (Mental Imagery, Problem Solving, Decision Making, Creative Thinking), Application: Lateral Thinking- Six Thinking Hats Techniques	12

Learning Resources:

1. Ciccarelli, S. & White, J.H. (2012). Psychology. N.Y.: Prentice Hall
2. Ciccarelli, S. & Meyer, G. E. (2006). Psychology. New Delhi: Pearson Education.
3. Passer, M. W. & Smith, R. E. (2007). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
4. Feldman, R. S. (8th ed.) (2008). Understanding psychology. TMH.
5. Coon, D. & Mitterer, J. O. (2007). Introduction to psychology: Gateways to mind and behavior. Singapore: Thomson Wadsworth.
6. Lahey, B. B. (2003). Psychology: An introduction. New Delhi: Tata McGraw-Hill.
7. Smith, E. E., Hocksema, S. N., Fredrickson, B. and Loftus, G. R. (2003). Atkinson and Hilgard's Introduction to Psychology. Singapore: Thompson Wadsworth.
8. Baron, R. A. (2001). Psychology. New Delhi: Pearson Education Pvt. Ltd.
9. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (1986). Introduction to Psychology. McGraw-Hill Book Co.
10. Abhyankar, S. C., Oke, A., & Golwilkar, S. A. (2014). Manasashastra: Vartanache Shastra. New Delhi: Pearson Education



Fergusson College (Autonomous)

Pune

Learning Outcomes-Based Curriculum

for

F. Y. B. A. Sociology

With effect from June 2019

Program Outcomes (POs) for B.A Programme

PO1	<p>Disciplinary Knowledge: Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.</p>
PO2	<p>Critical Thinking and Problem solving: Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.</p>
PO3	<p>Social competence: Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.</p>
PO4	<p>Research-Related Skills: Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an research project be it in field or otherwise under supervision.</p>
PO5	<p>Personal and professional competence: Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.</p>
PO6	<p>Effective Citizenship and Ethics: Demonstrate empathetic social concern and equity centred national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.</p>
PO7	<p>Environment and Sustainability: Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.</p>
PO8	<p>Self-directed and Life-long learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.</p>

Program Specific Outcomes(PSOs) for B.A. Sociology

PSO No.	Program Specific Outcomes(PSOs) Upon completion of this programme the student will be able to
PSO1	Academic competence: (i) Understand fundamental concepts and theories in Sociology. (ii) Demonstrate an understanding of the interlinkages between varied social phenomena. (iii) Interpret contemporary social reality by utilising the varied theoretical tools
PSO2	Personal and Professional Competence: (i) Integrate theoretical knowledge with understanding of contemporary social reality (ii) Analyse social policies and legal provisions (iii) Write articles highlighting social challenges, policies.
PSO3	Research Competence: (i) Apply research methodology skills for designing and undertaking social research projects (ii) Integrate theoretical understanding and research skills for analysis of social challenges, social policies.
PSO4	Entrepreneurial and Social competence: (i) Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy (ii) Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

Programme Structure

F.Y. B.A.		
Semester	New CBCS Pattern	Old /Existing Pattern
Sem I	SOC1101 Invitation to Sociology (Credits 03)	SOC1101 Invitation to Sociology (Credits 03)
Sem II	SOC1201 Explorations to Sociology (Credits 03)	SOC1201 Explorations to Sociology (Credits 03)
S.Y. B.A.		
Sem III	DSE 1A (4 credits) SOC 2301: Title: Foundations of Sociological Thought	Special Paper 1 Title: Foundations of Sociological Thought
	DSE 2A (4 credits) SOC 2302: Title: Social Welfare and Social Legislation in India	Special Paper 2 Title: Social Welfare and Social Legislation in India
	SEC 1A (3 credits) SOC 2303: Title: Contemporary Indian Society	General Paper 2 Title: Contemporary Indian Society
	SEC 2A (2 credits) (Value/Skill Based) SOC 2304: Title: Vulnerable Sections of India and Law (Women and Children)	----
<i>Note: SEC 1C is CC '1 or 2' (General paper for other department students)</i>		
Sem IV	DSE 1B (4 credits) SOC 2401: Title: Indian Sociological Thought	Special Paper 1 Title: Indian Sociological Thought
	DSE 2B (4 credits) SOC 2402: Title: Vulnerable Sections of India	Special Paper 2 Title: Vulnerable Sections of India
	SEC 1B (3 credits) SOC 2403: Title: Dynamics of India's Social Institutions	General Paper 2 Title: Dynamics of India's Social Institutions
	SEC 2B (2credits) (Value/Skill Based/ Field Work of SEC-1B) SOC 2404: Title: Development and Vulnerable Sections	----
<i>SEC 1B is CC-'1 or 2' (General paper for other department students)</i>		

T.Y. B.A.

Semester	New CBCS Pattern	Old /Existing Pattern
Sem V	DSE 1C (4 credits) SOC3501: Title: Approaches to Sociological Research	Special Paper 1 Title: Approaches to Sociological Research
	DSE 2C (4 credits) SOC3502: Title: Indian Society - Issues and Problems	Special Paper 2 Title: Indian Society - Issues and Problems
	SEC 1C (3 credits) SOC3503: Crime and Society	General Paper 3 Title: Crime and Society
	SEC 2C (2 credits) (Value / Skill Based) SOC 3504: Title: Fundamentals of Qualitative Research – Observation and Interview Techniques	----
<i>Note: SEC 1C is CC '1 or 2' (General paper for other department students)</i>		
Sem VI	DSE 1D (4 credits) SOC3601: Title: : Methods in Social Research	Special Paper 1 Title: Methods in Social Research
	DSE 2D (4 credits) SOC3602: Title: Indian Society: Developmental Issues and Problems	Special Paper 2 Title: Indian Society: Developmental Issues and Problems
	SEC 1D (3 credits) SOC3603: Title: Crime, Law and Society	General Paper 3 Title: Crime, Law and Society
	SEC 2D (2 credits) (Value/Skill Based/ Field Work of SEC-1B) SOC 3604: Title: Academic Writing	----
<i>Note: SEC 1D is CC-'1 or 2' (General paper for other department students)</i>		

F.Y. B.A. Semester I		
Title of the Course and Course Code	Invitation to Sociology (SOC1101)	Number of Credits : 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Define varied fundamental concepts in Sociology – society, social institutions, social groups, and culture. Describe social phenomena of social order, socialisation, and social control. Identify the interrelationship between Sociology and other Social Sciences	
CO2	Differentiate between the nuances of social units – associations, organisations, institutions, and forms of groups. Explain the prominent theoretical social perspectives. Discuss about the scientific and humanistic orientation of Sociology	
CO3	Interpret basic concepts in daily social occurrences. Apply sociological imagination to social interactions.	
CO4	Analyse the relationship between basic social concepts. Distinguish between forms and functions of social groups, social institutions, and attitudes towards culture.	
CO5	Compare and contrast how current events, social movements may be analysed through the different sociological perspectives.	
CO6	Write about one's life from a social perspective including how diverse social phenomenon have shaped one's life and views.	

Unit. No.	Title of Unit and Contents	No.of Lectures
I	Meaning, Nature and Scope Meaning and Definition of Sociology, Nature and scope of Sociology, Importance and uses of Sociology	12
II	Perspective in Sociology Developing Sociological Perspective/ consciousness/ Imagination, Theoretical approaches in sociology – structural functionalism, conflict and interactionist, The scientific and humanistic orientations of sociology	12
III	Basic Concepts Society: Meaning, characteristics & types, Social Groups: Meaning, characteristics and types (Primary, Secondary and Reference), Socialization: Meaning, importance, aims and types, Social Control & Power: Meaning, importance, agencies, Conformity and deviance.	14
IV	Culture Meaning and elements of culture, Issues of Unity and Cultural diversity & orientation – multiculturalism, cultural relativism, subculture, counter culture, ethnocentrism and Cultural Conflict.	10

F.Y. B.A. Semester II		
Title of the Course and Course Code	Basics Explorations in Sociology (SOC1201)	Number of Credits : 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Define social inequality, stratification, social institutions and social change. State the functions of social institutions and describe examples of social movements.	
CO2	Differentiate between inequality and forms of stratification. Explain the forms of social change. Discuss how social institutions have evolved over time.	
CO3	Infer how social stratification impacts personal position and social dynamics with relation to social mobility.	
CO4	Analyse current and past social movements by focusing in their genesis, evolution and type.	
CO5	Critique the role of social institutions. Assess how sociology can add to diverse career opportunities.	
CO6	Hypothesize about evolution of social movements.	
Unit. No.	Title of Unit and Contents	No. of Lectures
I	Social Inequality and Stratification Organic Meaning and characteristic, Forms of stratification – class, caste and gender, Social Mobility	11
II	Social Institutions Family – Meaning, Types and changing nature, Religion – Meaning, Types and changing nature, Media – Meaning ,Types and changing nature	8
III	Social Change and Social Movements. Meaning and directions of social change - Reform, Transformation and Revolution, Social movements – concept, genesis, types of social movements.(Dalit, Women, Adivasi)	11
IV	Applications of Sociology Sociology as a profession: policy, planning, teaching and research, Public Sociology. Career opportunities: social sector (NGO, CSR, Social welfare departments) Media, Para legal services, Human Resource Management, Criminology	8

Learning Resources

1. Abraham Francis, *Contemporary Sociology: An introduction to concepts and theories*; Second edition; Oxford University Press, New Delhi (2008)
2. Bottomore, T.B, *Sociology: A guide to problems and literature*, Unwin university books (1965)
3. Giddens Anthony, *Sociology*, Polity Press, VI edition (2009)
4. Haralambos, Michael and Holborn, Martin, *Sociology: Themes and Perspective*, Fifth edition, Harper Collins, London (2000)
5. Inkeles Alex, *What is Sociology?* Prentice Hall Inc. (1964)
6. Macionis, John, *Sociology*; Tenth edition(Indian reprint), Pearsons, New Delhi (2005)
7. Osborne, R and Loon Van B (2009): *Introducing Sociology: A Graphic Guide*. Icon Books: London.
8. Gupta, Dipankar, ed (1991), *Social Stratification*, New Delhi: OUP.



Deccan Education Society's
FERGUSSON COLLEGE, PUNE
(AUTONOMOUS)

SYLLABUS UNDER AUTONOMY

FIRST YEAR B.A. English (Optional)
SEMESTER – I and II

Academic Year 2019-2020

F.Y. B.A. Semester I		
Title of the Course and Course Code	Reading Literature- I (ENO1101)	Number of Credits : 03
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Introduce the concept of literature and literary studies	
CO2	Understand the nature and function of literature	
CO3	Demonstrate an understanding of the salient features of various literary genres	
CO4	Analyze various literary texts in the light of the salient features of the given literary genre	
CO5	Critically examine the literary texts and review their literary worth	
CO6	Integrate the basic human values and sensibilities learnt through literary studies in personal and professional lives	

Unit. No.	Title of Unit and Contents
I	<p>Understanding Literature And Literary Genres</p> <ol style="list-style-type: none"> 1. What is literature? 2. Why do we read literature? 3. Understanding Literary genres
II	<p>Reading Poetry</p> <ol style="list-style-type: none"> 1. NATURE: <ol style="list-style-type: none"> a) William Wordsworth- “Daffodils b) Gieve Patel- “On Killing a Tree” 2. RACE: <ol style="list-style-type: none"> a) Wole Soyinka- “Telephonic Conversation” b) Louise Bennett- “Colonization in Reverse” 3. GENDER: <ol style="list-style-type: none"> a) Kamala Das- “An Introduction” b) Maya Angelou- “Still I Rise” 4. WORDS OF INSPIRATION: <ol style="list-style-type: none"> a) H. W. Longfellow- “The Ladder of St. Augustine” b) Rabindranath Tagore- “ Where the Mind is without Fear”

	<p>5. LOVE:</p> <p>a) Sir Philip Sidney- Sonnet 1 “Loving in Truth”</p> <p>b) Emily Dickinson- “The Rose did Caper on her Cheek”</p>
III	<p>READING FICTION</p> <p>1. Elements of short story- Roland Dahl</p> <p>2. Types of short stories:</p> <ul style="list-style-type: none"> • Gothic: Washington Irving- - “Adventures of a German Student” • Mark Twain- “The Celebrated Jumping Frog of Calaveras County” Detective: Arthur Conan Doyle- “The Adventure of the Speckled Band” • Folk Tale: from <i>Jataka Tales</i> • Science- fiction

F.Y. B.A. Semester II		
Title of the Course and Course Code	Reading Literature- II (ENO1201)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Identify basic features of effective written communication	
CO2	Understand the qualities of different types of paragraph writing and organize a ideas coherently	
CO3	Demonstrate an understanding of the salient features of various literary genres	
CO4	Analyze various literary texts in the light of the salient features of the given literary genre	
CO5	Critically examine the literary texts and review their literary worth	
CO6	Integrate the basic human values and sensibilities learnt through literary studies in personal and professional lives	

Unit. No.	Title of Unit and Contents
I	<p>READING DRAMA</p> <p>1. Elements of One Act Play-</p> <p>2. Anton Chekov- “A Marriage Proposal”</p> <p>3. William Shakespeare- - “To be or not to be”</p> <p>4. Margaret Wood- “Day of Atonement”</p> <p>5. Man vs Fate- Rupert Brooke- “Lithuania”</p>

<p style="text-align: center;">II</p>	<p>Reading Non- Fiction</p> <ol style="list-style-type: none"> 1. An introduction to essays and their types 2. THEMATIC CONCERNS: <ol style="list-style-type: none"> A. ADVENTURE: Jim Corbett- “The Bachelor of Powalgarh” B. TRIBAL QUESTION: Sudha Murthy- “In Sahyadri Hills- a Lesson in Humility” C. SCIENTIFIC ATTITUDE: <ol style="list-style-type: none"> a) G. Gardiner- “On Superstitions” b) J. B. S. Haldane- “The Scientific Point of View”
<p style="text-align: center;">III</p>	<p>Reading Other Literature</p> <ol style="list-style-type: none"> 1. Dalit Autobiography- “Naja goes to school and doesn’t” 2. Diary – from “ Diary of Anne Frank” 3. Letter- Jawaharlal Nehru’s letter to his daughter 4. Speech: Nobel Prize Speech by Malala Yousafzai 5. Popular Literature: Amar Chitra Katha- A Reading of <i>Ramayana</i>

Deccan Education Society's
FERGUSON COLLEGE (AUTONOMOUS), PUNE

Syllabus

for

S. Y. B. A. (ENGLISH)

[Pattern 2019]

(B.A. Semester-III and Semester-IV)

From Academic Year

2020-21

Fergusson College (Autonomous), Pune
Structure of S.Y.B.A. – Faculty of Arts and Humanities
 Under CBCS pattern (2019-20) *effective from June 2020*
Syllabus for Department of English

SY BA	New CBCS Pattern	Old Existing Pattern
Sem III	Compulsory English(3 credits) ENG2301: Enriching English- I	Compulsory English (3 credits) ENG2301: Enriching English- II
	DSE 1A (4 credits) ENO2301: Title: Understanding Drama-I	Special Paper 1 (4 credits) ENG2302: Title:Understanding Drama-I
	DSE 2A (4 credits) ENO2302: Title Understanding Poetry-I	Special Paper 2 (4 credits) ENG2303: Title: Understanding Poetry-I
	SEC 1A (3 credits) ENO2303: Title: Understanding Fiction-I	General Paper 2 (3 credits) ENO2301: Title: Understanding Fiction-I
	SEC 2A (2 credits) (Value/Skill Based) ENO2304: Title: Literary Appreciation-I	---

Note: SEC 1A is CC '1 or 2' (General paper for other department students)

SY BA	New CBCS Pattern	Old Existing Pattern
Sem IV	Compulsory English (3 credits) ENG2401: Enriching English- II	Compulsory English (3 credits) ENG2401: Enriching English- II
	DSE 1B (4 credits) ENO2401: Title: Understanding Drama-II	Special Paper 1 (4 credits)ENG2402: Understanding Drama-II
	DSE 2B (4 credits) ENO2402: Title: Understanding Poetry-II	Special Paper 2 (4 credits) ENG2403:Understanding Poetry-II
	SEC 1B (3 credits) ENO2403: Title: Understanding Fiction-II	General Paper 2 (3 credits)ENG2401:Understanding Fiction- II
	SEC 2B (2 credits) (Value/Skill Based/ Field Work ENO2404: Title: Literary Appreciation-II	---

Note: SEC 1B is CC-'1 or 2' (General paper for other department students)

S. Y. B.A. Semester III		
Title of the Course and Course Code	Enriching English- I (ENG2301)	Number of Credits : 3
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify various aspects of English syntax through English grammar and vocabulary	
CO2	Understand the nuances of communication and soft skills	
CO3	Examine select literary texts in the light of various soft skills	
CO4	Analyze various literary texts and gain an insight into literary studies	
CO5	Employ the knowledge of soft skills acquired through the reading of the literary texts	
CO6	Integrate the soft skills and communication skills acquired through the course in personal and professional lives	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	1. Listening Skills: "The Boy who Broke the Bank"- Ruskin Bond 2. Teamwork Skills: "Whitewashing the Fence"- from <i>Tom Sawyer</i> by Mark Twain 3. Emotional Intelligence Skills: "My Financial Career"- Stephen Leacock	12
II	4. Assertive Skills: "The Verger"- Somerset Maugham 5. Learning Skills: "Three Questions"- Leo Tolstoy 6. Problem-Solving Skills: "The Lookout Man"- N. Bentley	12
III	7. Interview Skills: "The Lighthouse Keeper of Aspinwall"- Henryk Sienkiewicz 8. Adaptability Skills: "Senor Payroll"- W. E. Barrett. 9. Non-Verbal Communication Skills: "A Real Good Smile"- Bill Noughton	12
IV	Grammar and Vocabulary: 1. Idioms 2. Tenses 3. Modals	12

Learning Resources:

1. Dhanavel, S. P. *English and Soft Skills*. Hyderabad: Orient Blackswan Private Limited, 2018.
2. Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.
3. Kumar, Sanjay and Pushpa Lata. *Communication Skills*. Oxford University Press, 2015.
4. Hewings, Martin. *Advanced Grammar in Use*. Cambridge University Press, 2015.

S.Y. B.A. Semester IV		
Title of the Course and Course Code	Enriching English- II (ENG2401)	Number of Credits : 3
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Identify various aspects of English syntax through English grammar and vocabulary	
CO2	Understand the nuances of communication and soft skills	
CO3	Examine select literary texts in the light of various soft skills	
CO4	Analyze various literary texts and gain an insight into literary studies	
CO5	Employ the knowledge of soft skills acquired through the reading of the literary texts	
CO6	Integrate the soft skills and communication skills acquired through the course in personal and professional lives	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	1. Self- Esteem Skills: "Legal Alien"- R. C. Butungi 2. Empathy Skills: "Action will be Taken"- Henrich Boll 3. Customer Relations Skills: "The Letter"- G. G. Joshi	12
II	4. Honesty: "Lemon- Yellow and Fig"- Manohar Malgonkar 5. Cross- cultural Communication Skills: "Changing India"- Sudha Murthy 6. Positivity Skills: "The Dispenser of Holy Water"- Guy de Maupassant	12
III	7. Reliability: "A Career"- R. K. Narayan 8. Leadership Skills: "The Power of a Plate of Rice"- Ifeoma Okoye 9. Holistic and Visionary Skills: "Ilyas"- Leo Tolstoy	12
IV	Grammar and Vocabulary: 1. Phrasal Verbs 2. Conditionals 3. Relative Clauses	12

Learning Resources:

1. Dhanavel, S. P. *English and Soft Skills Volume- 2*. Hyderabad: Orient Blackswan Private Limited, 2018.
2. Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.
3. Kumar, Sanjay and Pushpa Lata. *Communication Skills*. Oxford University Press, 2015.
4. Hewings, Martin. *Advanced Grammar in Use*. Cambridge University Press, 2015.

**Deccan Education Society's
FERGUSSON COLLEGE (AUTONOMOUS),
PUNE**

**Syllabus
for**

S. Y. B. A. Philosophy

[Pattern 2019]

(B.A. Semester-III and Semester-IV)

From Academic Year

2020-21

Fergusson College (Autonomous), Pune

Structure of S.Y.B.A. – Faculty of Arts and Humanities

Under CBCS pattern (2019-20) *effective from June 2020*

Equivalence Syllabus for Department of Philosophy

SY BA	New CBCS Pattern	Old Existing Pattern
Sem III	DSE 1A (4 credits) PHI2301: Title: Ancient Indian Philosophy: Vedic and Non-Vedic	Special Paper 1 Title: Ancient Indian Philosophy: Vedic and Non-Vedic
	DSE 2A (4 credits) PHI2302: Title: Introduction to Western Philosophy 1	Special Paper 2 Title: Introduction to Western Philosophy 1
	SEC 1A (3 credits) PHI2303: Title: Ethics and Good Life 1	General Paper 2 Title: Philosophy and Good Life
	SEC 2A (2 credits) (Value/Skill Based) PHI2304: Title: Critical Reasoning 1	----

Note: SEC 1A is CC '1 or 2' (General paper for other department students)

SY BA	New CBCS Pattern	Old Existing Pattern
Sem IV	DSE 1B (4 credits) PHI2401: Title: Indian Philosophy: The Orthodox Systems	Special Paper 1 Title: Indian Philosophy: The Orthodox Systems
	DSE 2B (4 credits) PHI2402: Title: Introduction to Western Philosophy 2	Special Paper 2 Title: Introduction to Western Philosophy 2
	SEC 1B (3 credits) PHI2403: Title: Ethics and Good Life 2	General Paper 2 Title: Applied Ethics
	SEC 2B (2 credits) (Value/Skill Based/ Field Work of SEC-1B) PHI2404: Title: Critical Reasoning 2	----

Note: SEC 1B is CC-'1 or 2' (General paper for other department students)

S. Y. B. A. Philosophy Semester III		
Title of the Course and Course Code	Ancient Indian Philosophy - Vedic and Non-Vedic (PHI2301)	Number of Credits: 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describe the general features of Indian Philosophy and identify the components of Vedic literature and trace the development of Vedic Philosophy from Samhitas to Upanishads.	
CO2	Classify Indian philosophical systems into orthodox and unorthodox.	
CO3	Engage with the upanishadic texts through selected dialogues.	
CO4	Compare the fundamental philosophical positions of the heterodox systems of Indian Philosophy.	
CO5	Critically Evaluate and/or justify the philosophical positions of the heterodox systems of Indian Philosophy.	
CO6	Compile the commonalities between the three major heterodox systems of Indian Philosophy.	
Unit. No.	Title of Unit and Contents	No. of Lectures
I	Development of Indian philosophical thought 1.1 Historical development of Indian philosophical thought: Vedic & Non-Vedic, General features of Indian philosophy 1.2 Philosophical ideas in the Upanishads with reference to three dialogues: Prajapati – Virocana - Indra, Uddalaka –Svetaketu (Chandogya); Yajnavalkya – Maitreyi: (Bhadaranyaka) 1.3 Practical Teaching of the Bhagwadgita – Nishkama Karmayoga, the ideal of Sthitaprajna	12
II	Jainism 2.1 Founders of Jainism, Jaina sects 2.2 Knowledge and its kinds, Anekantavada, Syadavada, Nature and kinds of drvayas 2.3 Anuvratas and Mahavratas, Theory of bondage and liberation	12
III	Buddhism 3.1 Founder of Buddhism, Hinayana, Mahayana 3.2 Avyakruta Prashna, Four noble truths, Pratityasamutpada, Dvadashanidana, Arya Ashtangika Marga 3.3 Anityata, Anatmata, Nirvana	12
IV	Charvaka 4.1 Lokayata tradition, Swabhawavada, Theory of Pramanas 4.2 Bhutachaitanyavada and Dehatmavada 4.3 Theory of Purusharta, Criticism of Vedas and Vedic ritualism	12

Learning Resources:

1. Hiriyanna, M. : *Outline of Indian Philosophy* (Chapters on Upanisads and the Gita only)
2. Datta and Chatterjee, *An Introduction to Indian Philosophy*, University of Calcutta, Calcutta
3. Sharma C.D. : *A Critical Survey of Indian Philosophy*, Motilal Banarsidas, Delhi, 1998
4. Hiriyanna, M : *Outline of Indian Philosophy*, London, 1956

Title of the Course and Course Code	Introduction to Western Philosophy I (PHI2302)	Number of Credits: 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Outline the historical development of western philosophy from ancient to medieval period.	
CO2	Explain the significance of the relation between philosophy and its socio-cultural background.	
CO3	Examine theories from the logical point of view.	
CO4	Analyse ideas and theories from the historical and conceptual point of view.	
CO5	Critically reflect over philosophical positions.	
CO6	Compare and contrast the fundamental concepts of Indian and western philosophies.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Pre-Socratic & Socratic Philosophy 1.1. Thales (cosmologist). Democritus (Atomist) 1.2. Heraclitus: Doctrine of Flux. Parmenides: Doctrine of Being 1.3. Sophists: Relativism and Skepticism 1.4. Socrates: Need of Critical Enquiry. Virtue is Knowledge	12
II	Plato 2.1. Plato's criticism of Sophism/ Plato's response to Sophism. Distinction between Opinion and Knowledge 2.2. Theory of Forms 2.3. Knowledge as recollection 2.4. Nature of Soul	12
III	Aristotle 3.1. Aristotle's criticism of Plato's Theory of Forms 3.2. Notion of Substance. Form and Matter. Potentiality and Actuality 3.3. Problem of Change. Teleological view of Causation 3.4. Nature of Soul	12
IV	Medieval Philosophy 4.1. Synthesis of the Greek and Christian views and Faith and Reason 4.2. St. Augustine: Nature of God, World and Man 4.3. St. Aquinas: Nature of God, World and Man 4.4. Proofs for the Existence of God	12

Learning Resources:

1. Roger Scruton : *A short History of Modern Philosophy*, Sortilege and Paul, London, Seal edition, 1995
2. Lavine T. Z.: *From Socrates to Sartre*, The Philosophic Quest, Bantam Books, N. Y.1984
3. Copleston, S. J., *A History of Philoslphy*, Frederick Image Books Edition, 1962: (Volume 4, Volume5 Part2 Part1, Volume 6 Part 2, Volume 7 Part 1)
4. Thilly and Wood, *A History of Philosophy*, Central Book Depot, Allahabad, 1965.
5. Steven Nadier (Ed.) *A Companion to Early Modern Philosophy*, Blackwell Publishing, 2002.
6. W T Stace, *A Critical History Of Greek Philosophy*, Macmillan Martin's Press,1969.
7. W, K.C. Guthrie, *The Greek Philosophers From Thales To Aristotle*, Methuen and Co.LTD.London,1967

Title of the Course and Course Code	Ethics and Good Life I (PHI2303)	Number of Credits: 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	State the major Indian and western approaches to good life; Identify the issues in daily life that call for ethical deliberation.	
CO2	Explain the fundamental elements of good life.	
CO3	Apply ethical principles to real life situations.	
CO4	Analyse the ethical issues implicit in environmental crisis.	
CO5	Argue for and against theories in environmental ethics in environmental ethics and issues such as animal rights; Evaluate actions or policies on the basis of ethical theories.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Ancient approaches to Good Life 1.1. Indian Approaches: Charvaka, Buddhism, Jainism 1.2. Western Approaches: Aristotle, Epicureanism, Stoicism	12
II	Ethical Theories 2.1. Deontology of Kant: Good will, Categorical Imperative, Postulates of Morality 2.2. Utilitarianism: Bentham- Hedonistic Calculus; J.S. Mill's version of Utilitarianism	12
III	Applied Ethics- Environmental Ethics 3.1. Nature and Method of Applied Ethics, Nature of Environmental Ethics 3.2. Theocentrism, Anthropocentrism, Biocentrism, Ecocentrism 3.3. Sustainable Development	12
IV	Animal Rights 4.1. Arguments for and against animal rights 4.2. Arguments for and against Vegetarianism 4.3. Arguments for and against Experimentation on animals	12

Learning Resources:

1. Peter Singer: Practical Ethics, Cambridge University Press, 1999
2. Ruth Chadwick (Editor in chief): Encyclopedia of Applied Ethics (Relevant articles), Academic, 2012
3. H.H. Titus: Ethics for Today, Eurasia Publishing House Pvt. Ltd., New Delhi, 1966
4. Datta and Chatterjee: An Introduction to Indian Philosophy, University of Calcutta, Calcutta, 2008

Critical Reasoning - I (PHI2304)		
Title of the Course and Course Code	Critical Reasoning - I (PHI2304)	Number of Credits: 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the structure of arguments and their kinds.	
CO2	Explain the fundamental concepts of truth and validity.	
CO3	Examine the claims encountered in everyday life for their logical consistency.	
CO4	Analyse different instances of reasoning so as to understand the structure of reasoning in detail.	
CO5	Evaluate arguments for assumptions in reasoning.	
CO6	Compile the standards of critical reasoning.	

Unit. No.	Title of Unit and Contents
I	1.1. What is Critical Reasoning 1.2. Its benefits and barriers 1.3. Critical Reasoning and Logic 1.4. Identifying Arguments – Premises, Hidden Premises, Conclusions, Intermediate Conclusions 1.5. Truth and Validity 1.6. Exercises
II	2.1. Identifying Assumptions in arguments 2.2. Exercises

Learning Resources:

1. An Introduction to Critical Thinking, Madhucchanda Sen, Pearson
2. Critical Reasoning – A Practical Introduction, Anne Thomson, 3rd Edition, Routledge
3. Hitchcock, David, "Critical Thinking", *The Stanford Encyclopedia of Philosophy* (Fall 2020 Edition), Edward N. Zalta (ed.), forthcoming URL = <https://plato.stanford.edu/archives/fall2020/entries/critical-thinking/>.

S. Y. B. A. Philosophy Semester IV		
Title of the Course and Course Code	Orthodox systems of Indian Philosophy (PHI2401)	Number of Credits: 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Comprehend the theory of reality of the orthodox systems of Indian Philosophy.	
CO2	Distinguish between the perspectives of the three major schools of Vedanta.	
CO3	Examine the positions of the philosophical systems for their logical consistency.	
CO4	Analyse the concept of liberation from the perspective of each of the orthodox systems of Indian Philosophy.	
CO5	Evaluate the conception of knowledge and error of each of the orthodox systems of Indian Philosophy.	
CO6	Develop a connection between the ethical and metaphysical world-view of the orthodox systems.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Nyaya-Vaisheshika 1.1. Definition, nature and classification of Padarthas 1.2. Definition, nature and classification of Pramanas Anyathakhyati 1.3. Theory of causation — Asatkaryavada- Arambhavada Nature of God, proofs for existence of God	12
II	Sankhya-Yoga 2.1. Sankhya: Satkaryavada, Prakriti, Purusha, their nature and interrelation 2.2. Sankhya; Evolution and Dissolution of universe, Bondage and liberation 2.3. Yoga- Relation between Sankhya and Yoga, Citta, cittavrtti, cittavrttirodha, cittabhumi, Ashtangayoga, Kriyayoga, Nature of Ishwara	12
III	Purva Mimamsa 3.1. Social and philosophical role of Purvamimamsa Apaurusheyattva of Vedas 3.2. Interpretation of Vedas, Vidhi-Arthavada Thoery of knowledge, six Pramanas 3.3. Akhyati and Viparitkhyati	12
IV	Vedanta 4.1. Kevaladvaita of Sankara - Nature of Brahman, Jiva, Jagat, Adhyasa, Maya, Three levels of existence; Brahman: Nirguna and Saguna, Brahma-jnana and Moksha 4.2. Introduction to Visistadvaita (Ramanuja) : The nature of and interrelation between <i>Brahman, Jiva</i> and <i>Jagat</i>	12

	according to them. Qualified non-dualism, between <i>Cit Acit</i> and <i>Isvara</i> (Ramanuja)	
4.3.	Dvaita (Madhva): Bheda and its kinds	

Learning Resources:

1. Hiriyanna, M.: *Outline of Indian Philosophy* (Chapters on Upanisads and the Gita only)
2. Datta and Chatterjee, *An Introduction to Indian Philosophy*, University of Calcutta, Calcutta
3. Sharma C.D.: *A Critical Survey of Indian Philosophy*, Motilal Banarsidas, Delhi, 1998
4. Dasgupta Surendranath: *A History of Indian Philosophy*

Title of the Course and Course Code	Introduction to Western Philosophy II (PHI2402)	Number of Credits: 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Outline the historical development of western philosophy from modern philosophy through four major trends. Identity the main epistemological and metaphysical issues.	
CO2	Differentiate between rationalism and empiricism as the two dominating trends in western philosophy.	
CO3	Explain the interrelatedness of epistemology and metaphysics.	
CO4	Analyse the internal dynamism and the sequential development of western philosophy.	
CO5	Critically evaluate philosophical theories and ideas.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	1. Rationalism 1.1. From Medieval to Modern philosophy: Overview of the development of Mechanistic view (Galileo, Boyle, Newton) 1.2. Rationalism: Basic Features 1.3. Descartes: Method of Doubt and Cogito, Rationalist Method 1.4. Spinoza: Substance-Attributes,. Pantheism/Atheism 1.5. Leibniz: Monad ology, God, Truths of reason and Truths of Facts	12
II	2. Empiricism 2.1. Empiricism: Basic Features 2.2. Locke: Primary and Secondary Qualities. Rejection of Innate Ideas. 2.3. Representative Theory of Perception 2.4. Berkeley: Criticism of Representative Theory of Perception.Immaterialism 2.5. Hume: Mitigated Skepticism. Matters of Facts - Relations of Ideas. Problem of Causation and Problem of Self	12

III	3. Immanuel Kant 3.1. Kant: Critical Philosophy-Response to Rationalism and Empiricism 3.2. Analysis of Knowledge: Pure Reason, Categories of Understanding, Sensibility 3.3. Possibility of Synthetic A priori Knowledge 3.4. Noumena-Phenomena	12
IV	4. GWF Hegel 4.1. Hegel: Absolute Idealism 4.2. Concept of Dialectic	12

Learning Resources:

1. Roger Scruton: *A short History of Modern Philosophy*, Sortilege and Paul, London, Seal edition, 1995
2. Lavine T. Z.: *From Socrates to Sartre*, The Philosophic Quest, Bantam Books, N. Y. 1984
3. Copleston, S. J., *A History of Philosophy*, Frederick Image Books Edition, 1962: (Volume 4, Volume5 Part2 Part1, Volume 6 Part 2, Volume 7 Part 1)
4. Thilly and Wood, *A History of Philosophy*, Central Book Depot, Allahabad, 1965.
5. W T Stace, *A Critical History of Greek Philosophy*, Macmillan Martin's Press, 1969.

Ethics and Good Life II (PHI2403)		
Title of the Course and Course Code	Ethics and Good Life II (PHI2403)	Number of Credits: 03
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Identify ethical issues in interpersonal relationships.	
CO2	Explain the fundamental ethical principles governing medical practise.	
CO3	Engage into reflective thinking regarding real life issues.	
CO4	Analyse the conflict of interest in the fields of medical profession, corporate world and in the world of media.	
CO5	Evaluate the role of media in contemporary life and deliberate upon the issues involved.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Personal Ethics -I 1. Philosophical perspective on Free will and Choice 2. Moral psychology & Stages of Moral development 3. Ethics of Friendship: Aristotle, Kant, Ringer	12
II	Personal Ethics -II 1. Philosophy of Love 2. Ethics of Sexual Relationships: adultery, prostitution, homosexuality, Indian perspective 3. Ethical issues related to marriage: Romantic view, Contractual view, radical view, same sex marriage, types of marriages according to manusmriti	12
III	Medical Ethics 1. Ethical issues concerning Doctor-Patient Relationship: Paternalism and Autonomy	12

	2. Principles of Bio-Medical Ethics: Autonomy, Beneficence, Non-Maleficence, Justice 3. Ethical issues concerning Right of life: Abortion and Euthanasia	
IV	Media ethics 1. Objectivity and Truth-telling; Freedom of Expression and Censorship 2. Philosophy of Propaganda 3. Ethical issues related to Social Media and privacy	12

Learning Resources:

1. S. Luper and C. Brown (Ed) : The Moral Life (2nd Ed) – Trinity University, Harcourt Brace College Publishers, 1999.
2. Ruth Chadwick (Editor in chief) : Encyclopaedia of Applied Ethics (Relevant articles), Academic, 2012
3. Philosophical Foundations for Moral Education and Character Development: Act and agent. edited by George F. McLean, Frederick Edward (Chp 5 : Freedom and Moral Choice)
4. Love, John Cowburn S.J, Marquette Studies in Philosophy No. 6, Marquette University Press, Andrew Tallon, editor, 2003
5. Concerning Kamasutras : Challenging narratives of History and sexuality, by Jyoti Puri, The university of Chicago press, 2002
6. Alan Soble (ed): The Philosophy of Sex and Love: An Introduction Paragon House (2008)
7. Robert Wagoner (ed.) The Meanings of Love : An Introduction to Philosophy of Love (Westport, CT : Praeger,1997)
8. Robert Brown : Analysing Love. (Cambridge : Cambridge University Press, 1987)
9. Carol Gilligan : In a different Voice :Women's conception of self and Morality.(1982)
10. Moral Development: Kohlberg's original study of moral development By Lawrence Kohlbergm, Bill Puka 1994
11. Media, Persuasion and Propoganda by Marshall Soules, Edinburgh University Press, 2015
12. Peter Singer: Practical Ethics, Cambridge University Press, 1999
13. Peter Singer(ed.): Applied Ethics, Oxford University Press, 1994

Critical Reasoning II (PHI2404)		
Title of the Course and Course Code	Critical Reasoning II (PHI2404)	Number of Credits: 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Explain the nature and application of causal reasoning.	
CO2	Differentiate between fallacious and non-fallacious reasoning.	
CO3	Identify errors in causal reasoning.	
CO4	Compare and contrast causal vis a vis non-causal reasoning.	

Unit. No.	Title of Unit and Contents
I	Evaluating Arguments - Non-Formal Fallacies - Exercises
II	- Inductive Arguments – Causal Reasoning - Direct and Indirect Causes, Necessary and Sufficient Causes, Mill's Methods - Errors in Causal Reasoning - Exercises

Learning Resources:

1. An Introduction to Critical Thinking, Madhucchanda Sen, Pearson
2. Critical Reasoning – A Practical Introduction, Anne Thomson, 3rd Edition, Routledge
3. Hitchcock, David, "Critical Thinking", *The Stanford Encyclopedia of Philosophy* (Fall 2020 Edition), Edward N. Zalta (ed.), forthcoming URL = <https://plato.stanford.edu/archives/fall2020/entries/critical-thinking/>.
4. Critical Thinking – An Appeal to Reason, Peg Tittle, Routledge

**Deccan Education Society's
FERGUSSON COLLEGE (AUTONOMOUS),
PUNE**

**Syllabus
for**

S. Y. B. A. (Psychology)

[Pattern 2019]

(B.A. Semester-III and Semester-IV)

From Academic Year

2020-21

Fergusson College (Autonomous), Pune

Structure of S.Y.B.A. – Faculty of Arts and Humanities

Under CBCS pattern (2019-20) *effective from June 2020*

Equivalence Syllabus for Department of ...Psychology.....

SY BA	New CBCS Pattern	Old Existing Pattern
Sem III	DSE 1A (4 credits) PSY2301: Title: Abnormal Psychology.....	Special Paper 1 Title: Abnormal Psychology.....
	DSE 2A (4 credits) PSY2302: Title: Psychological Testing.....	Special Paper 2 Title: Psychological Testing.....
	SEC 1A (3 credits) PSY2303: Title: Introduction to Social Psychology	General Paper 2 Title: Introduction to Social Psychology
	SEC 2A (2 credits) (Value/Skill Based) PSY2304: Title: Psychological Test Construction.....	----

Note: SEC 1A is CC '1 or 2' (General paper for other department students)

SY BA	New CBCS Pattern	Old Existing Pattern
Sem IV	DSE 1B (4 credits) PSY2401: Title: Child and Adolescent Development	Special Paper 1 Title: Abnormal Psychology and Psychosocial Treatment.....
	DSE 2B (4 credits) PSY2402: Title: Research Methodology	Special Paper 2 Title: Research Methodology.....
	SEC 1B (3 credits) PSY2403: Title: Social Dynamics	General Paper 2 Title: Social Dynamics.....
	SEC 2B (2 credits) (Value/Skill Based/ Field Work of SEC-1B)	----

	PSY2404: Title: Research Application.....	
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Note: SEC 1B is CC-'1 or 2' (General paper for other department students)

SY. B.A . Psychology Semester III		
Title of the Course and Course Code	Abnormal Psychology (PSY2301)	Number of Credits : 04
Course Outcomes (Cos)		
On completion of the course, the students will be able to:		
CO1	Identifies different disorders which helps in diagnosing a disorder.	
CO2	Compares different paradigms of psychopathology and uses it to relate with symptoms of clinical disorder.	
CO3	Infers a particular psychological disorder bases on the knowledge of different clinical symptoms	
CO4	Detects different comorbidities which can be present in a client suffering with psychological problems.	
CO5	Decides appropriate therapy which would be suitable for a particular psychological problem.	
CO6	Writes appropriate case history based on the mental state examination of a client	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	<u>Unit - I: INTRODUCTION TO PSYCHOPATHOLOGY</u> 1.1 Definition of mental disorder and criteria of abnormal behavior. 1.2 Understanding Diagnostic Classification - DSM and ICD 1.3 Paradigms of Psychopathology 1.4 Key concepts in assessment - Clinical Interview (History taking and Mental Status Examination)	12
II	<u>Unit - II MOOD DISORDERS, ANXIETY DISORDERS, and OBSESSIVE COMPULSIVE DISORDER</u> 2.1 Clinical description of Mood disorders - Depression 2.2 Bipolar disorder 2.3 Anxiety Disorders - Panic disorder, Phobia (General & Specific) - Agoraphobia. 2.4 Obsessive Compulsive Disorder.	12
III	<u>Unit-III: SCHIZOPHRENIA AND PERSONALITY DISORDERS</u> 3.1 Clinical description and symptoms of schizophrenia	12

	3.2 Cluster A Personality Disorders 3.3 Cluster B Personality Disorders 3.4 Cluster C Personality Disorders	
IV	<u>Unit IV: PSYCHOSOCIAL APPROACHES TO TREATMENT</u> 4.1 Introduction to Psychotherapy and Psychosocial interventions 4.2 Cognitive and Behavioral Therapies 4.3 Humanistic-Experiential Therapies 4.4 Psychodynamic Therapies	12

Learning Resources:

1. Durand, V. M., & Barlow, D. H. (2000). *Abnormal psychology: An introduction*. Wadsworth/Thomson Learning.
 2. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder 5th edition (DSM-V)*.
 3. Hersen, M., & Thomas, J. C. (2007). *Handbook of clinical interviewing with adults*. Sage Publications.
 4. Nelson-Jones, R. (2010). *Theory and practice of counselling and therapy*. Sage.
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal psychology*. Pearson Education India.

Title of the Course and Course Code	Psychological testing (PSY2302)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describes the process of Item analysis which is used for designing a psychological test	
CO2	Compares different processes that are used while designing a psychological test and is able to use a relevant process for designing a psychological test.	
CO3	Experiments using a data before deciding the final nature of a psychological test.	
CO4	Analyses the suitability of every item before making it part of the psychological test.	
CO5	Discriminates different psychological test from one another.	
CO6	Prepares the written manual of a psychological test.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	<p>Development of psychological Test</p> <p>1.1 Why develop a new test?</p> <p>1.2 Defining the Testing Universe, Audience, and Purpose</p> <p style="padding-left: 20px;">1.2.1 Defining the Testing Universe</p> <p style="padding-left: 20px;">1.2.2 Defining the Target Audience</p> <p style="padding-left: 20px;">1.2.3 Defining the Test Purpose</p> <p>1.3 Developing a test Plan</p> <p style="padding-left: 20px;">1.3.1 Defining the Construct and the Content to Be Measured</p> <p style="padding-left: 20px;">1.3.2 Choosing the Test Format</p> <p style="padding-left: 20px;">1.3.3 Administering and Scoring the Test</p> <p style="padding-left: 20px;">1.3.4 Developing the Test Itself</p> <p>1.4 Writing the Effective test items and Instructions</p> <p style="padding-left: 20px;">1.4.1 Objective items</p> <p style="padding-left: 20px;">1.4.2 Subjective items</p> <p style="padding-left: 20px;">1.4.3 Response Bias</p> <p style="padding-left: 20px;">1.4.4 Effective items and Administration Instruction</p>	12
II	<p>Item analysis through Correlation Method</p> <p>2.1 Conducting the Pilot Test</p> <p style="padding-left: 20px;">2.1.1 Setting up the Pilot Test</p> <p style="padding-left: 20px;">2.1.2 Conducting the Pilot study</p> <p style="padding-left: 20px;">2.1.3 Analyzing the Results</p> <p>2.2 Explaining the basics of Co relational methods for Item Analysis</p> <p style="padding-left: 20px;">2.2.1 What is Correlation?</p>	12

	2.2.2 Types of Correlation 2.2.3 Correlation Coefficient 2.3 Items Analysis through correlational methods 2.3.1 Interitem correlation 2.3.2 Item-total Correlation 2.4 Choosing the Final items	
III	Reliability and Validity of the test 3.1 What is Reliability? Different types of Reliability 3.2 Factors that influence Reliability 3.3 What is Validity? Different types of Validity 3.4 Relation between Reliability and Validity	12
IV	Interpretation of test scores 4.1 Levels of Measurement 4.1.1 Nominal, Ordinal, Interval and Ratio Scales 4.2 Procedures for Interpreting Test scores 4.2.1 Frequency Distributions 4.2.2 Normal Curve 4.2.3 Descriptive Statistic 4.3 Standard Scores and the role of norms 4.4 Ethical standards for Psychological Testing	12

Learning Resources:

1. Leslie A. M., Robert L. L., and Sandra A. M.(2013). *Psychological Testing – A practical Approach*(4th edition). New Delhi: Sage Publicationin.
2. Gregory, R. J., (2008)*Psychological Testing - History, Principles and Applications* (6th edition). New Delhi: Pearson Education
3. Anastasi, A., & Urbina, S., (2003). *Psychological testing*(7th edition).New Delhi: Pearson Education.
4. Kaplan, R.M.,&Saccuzzo, D. (2007). *Psychological Testing: Principles, Applications, and issues*(6th edition).
5. Cohen, R. J. &Swerdlik, M.E.,(2007). *Psychological Testing and Assessment: An introduction to Tests and Measurement* (6th Edition).New Delhi: Tata McGraw-Hill.

Introduction to Social Psychology (PSY2303)		
Title of the Course and Course Code	Introduction to Social Psychology (PSY2303)	Number of Credits : 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Recognises the techniques that are typically used to gain compliance.	
CO2	Distinguishes between pop-psychology claims and empirically researched psychological findings about human behaviour.	
CO3	Traces the evolution of current social psychological knowledge to their historical roots, in the global and Indian context.	
CO4	Identifies the techniques for impression management.	
CO5	Justifies the importance of self growth in line with self esteem and self concept.	
CO6	Develops different skills to cooperate than compete while working in the group.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	<u>Understanding Social psychology</u> 1.1 Definition and Nature 1.2 History and Related Fields (Anthropology, Sociology, Economics, Political Science) 1.3 Methods to study social behaviour 1.4 Social Psychology applied in the areas of law, health and workplace 1.5 How much of social psychology is true?	12
II	<u>Understanding Self</u> 2.1 Sources of Self knowledge 2.2 Aspects of self - Self Regulation, Self Efficacy, Social identity and Self Handicapping 2.3 Self Esteem 2.4 Self presentation 2.5 Perspectives on development of gender and gender identity	12
III	<u>Group Behaviour</u> 3.1 Nature and characteristics of a group 3.2 Social facilitation and Social loafing 3.3 Group decision making- Attaining consensus and Group think 3.4 Cooperation in groups; Conflicts- Resolving and responding to conflicts 3.5 Deindividuation and Psychology of mobs	12

IV	Social Influence and Persuasion 4.1 Conformity- nature and factors affecting conformity 4.2 Compliance- nature and techniques to gain compliance 4.3 Obedience- nature and resisting destructive obedience 4.4 Persuasion- as a means of social influence 4.5 Resisting persuasion	12
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Learning Resources:

1. Branscombe, N.R., Baron, R.A., & Kapur, P., (2017) *Social Psychology* (14th Ed). New Delhi: Pearson.
2. Baumeister, R. F., & Bushman, B. J., (2011). *Social Psychology and Human Nature* (2nd Ed). USA: Cengage Learning.
3. Taylor, S. E., Peplau, L. A., & Sears, D. O., (2006). *Social Psychology* (11th ed). New Delhi: Pearson.
4. Gilovich, T., Keltner, D., Chen, S., & Nisbett, R.E. (2016). *Social Psychology* (4th ed.). London: W.W. Norton & Company, Inc
5. Deb, S., Gireesan, A. & Prabhavalkar, P., (2019). *Social Psychology in Everyday Life*. New Delhi: SAGE Texts. ISBN : 978-93-532-8
6. Natu, S.& Vaidya A. (2012). सामाजिक मानसशास्त्र. Delhi: Pearson Publication
7. Golvilkar, S., Abhyankar, S. & Kher, T.(2012). सामाजिक मानसशास्त्र. Pune: Narendra Prakashan.

Title of the Course and Course Code	Psychological test Construction - (PSY2304)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Define the constructs used in the Psychological test.	
CO2	Articulate the items in alignment with the constructs.	
CO3	Assess and Analyze the responses to the items.	
CO4	Develop Psychometric properties for the Psychological test.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	1. Students in group complete the basic process of writing the items. 2. Students in group use SPSS for analyzing the items. 3. Students in group establish Reliability and Validity using SPSS 4. Students in group use SPSS to establish norms.	24

SY. B.A . Psychology Semester IV		
Title of the Course and Course Code	Child and Adolescent Development (PSY2401)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describes deferent stages of developmental procedures which is part of every human being.	
CO2	Compares every developmental stage from one another to understand different developmental issues which come up as part of developmental process.	
CO3	Examines different growth pattern in every stage of development of a child.	
CO4	Analyses physical, motor, cognitive development of every stage of development process.	
CO5	Considers the uniqueness of every development stage.	
CO6	Creates an action plan to deal with different developmental issues	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	The Start of Life: Prenatal Development and Birth 1.1 Earliest Development 1.2 The Interaction of Heredity and Environment 1.3 Prenatal Growth and Change 1.4 Birth 1.5 Application: Students should get familiar with intellectual disability	12
II	Infancy 2.1 Physical Growth 2.2 Motor Development 2.3 The development of the senses 2.4 Cognitive Development 2.5 Application: Students should get familiar with ADHD	12
III	Preschool Years & Middle Childhood 3.1 Physical Development in Preschool Years 3.2 Cognitive Development in Preschool Years 3.3 Physical Development in Middle Childhood 3.4 Cognitive Development in Middle Childhood 3.5 Application: Students should get familiar with Autism	12
IV	Adolescence 4.1 Physical Development in Adolescence 4.2 Cognitive Development in Adolescence 4.3 Social Development in Adolescence 4.4 Personality Development in Adolescence 4.5 Application: Students should get familiar with Learning Disability	12

Learning Resources:

1. Feldman, R.S. (2017). *Development Across the Life Span* (8th edition). Tamil Nadu: Pearson Publication
2. Berk, L. E. (2004). *Development through the life span* (3rd ed.) N.D.: Pearson
3. Santrock, J. W. (2007). *Adolescence* (11th ed.) N.D.: Tata M.C. -GrawHill.
4. Hurlock, E. (1996) *Developmental Psychology*. Tata McGraw-Hill.
5. Lynn M. Shelly (2014). *Handbook of Psychology: Developmental Psychology*, Volume V Viva Books, New Delhi.

Title of the Course and Course Code	Research Methodology (PSY2402)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Identifies different research problems which can be useful to do a research project.	
CO2	Paraphrases the review of literature while doing the research project in group.	
CO3	Implements an appropriate statistic in SPSS while analyzing the data.	
CO4	Identifies appropriate research designs and systematically able to use it while carrying out a research project in group.	
CO5	Compares different methodologies in relation to different kind of research problems in Psychology.	
CO6	Writes a research report after completing a research project in group.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Research Methodology: An Introduction 1.1 Meaning of Research 1.2 Significance of Research 1.3 Types of Research 1.4 Research Process	12
II	Research Problem and Review of literature 2.1 Variables and Formulation of the research problem using different types of variables. 2.2 Objectives, rationale and the theory of the research problem 2.3 Importance of review of literature and the sources for the review of literature 2.4 Formation of Different types of Hypothesis on the basis of Review of Literature	12
III	METHODOLOGY 3.1 Importance of the operationalization of the variables 3.2 Sampling and methods of data collection 3.3 Research designs 3.4 Internal and external validity of the research designs	12

IV	RESEARCH REPORT 4.1 Preparing an abstract for research report 4.2 Writing a research report 4.3 Referencing 4.4 Research publication and plagiarisms	12
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Learning Resources:

1. Kothari, C.R., (2008). *Research Methodology-Methods and Techniques* (2nd edition). New Delhi: New Age International Publishers.
2. Marczyk, G., DeMatteo, D., Festinger, D., (2005). *Essentials of Research Design and Methodology*. New Jersey: John Wiley and Sons.
3. Kumar, R., (2014). *Research Methodology-A Step by –Step Guide for Beginners*(4thedition). New Delhi: Sage Publication.
4. Singh,A.K., (2011). *Test, and Measurements and Research Methods in Behaviouralsciences*(5th edition). New Delhi: BharatiBhawan Publishers.
5. Kerlinger, F. N., (2007). *Foundations of Behavioural Research* (2nd edition). Delhi: Surjeet Publications.

Title of the Course and Course Code	Social Dynamics (PSY2403)	Number of Credits : 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describes different social processes of social Dynamics.	
CO2	Differentiates different kinds of relationship patterns of interpersonal attraction.	
CO3	Examines different theories of aggression	
CO4	Analyses different causes of prejudices and accordingly able to suggest appropriate measures to control them.	
CO5	Justifies why a pro-social behavior happen differently in different situations.	
CO6	Proposes appropriate preventive measures dealing with aggression.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Attitudes and Prejudice 1.1 Components of attitudes and attitude formation 1.2 Cognitive Dissonance and Self-Perception Theory 1.3 Prejudice- Definition, causes and ways to reduce prejudice 1.4 Discrimination and stereotype 1.5 Attitude and behaviour link	12
II	Interpersonal attraction and close relationships 2.1 Determinants of attraction 2.2 Different types of relationships- family, friendship, love and romance 2.3 Rejection- Effects and causes of rejection; Unrequited love	12

	2.4 Loneliness and Jealousy 2.5 Maintaining relationships- Investment theory	
III	Aggression 3.1 Theories of aggression – Biological theories, Drive theories and General Aggression Model 3.2 Causes of aggression 3.3 Forms of aggression –child sexual abuse, workplace violence and bullying (cyber bullying) 3.4 Gender and Aggression 3.5 Prevention and Control of Aggression	12
IV	Prosocial Behaviour 4.1 Motives for Pro- social Behaviour 4.2 Internal and external factors influencing Pro-social behaviour 4.3 Dealing with Emergencies - Bystander effect 4.4 Ways to increase pro – social behaviour 4.5 Long term commitment to pro-social acts	12

Learning Resources:

1. Branscombe, N.R., Baron, R.A., & Kapur, P., (2017) *Social Psychology* (14th Ed). New Delhi: Pearson.
2. Baumeister, R. F., & Bushman, B. J., (2011). *Social Psychology and Human Nature* (2nd Ed). USA: Cengage Learning.
3. Taylor, S. E., Peplau, L. A., & Sears, D. O., (2006). *Social Psychology* (11th ed). New Delhi: Pearson.
4. Gilovich, T., Keltner, D., Chen, S., & Nisbett, R.E. (2016). *Social Psychology* (4th ed.). London: W.W. Norton & Company, Inc
5. Deb, S., Gireesan, A. & Prabhavalkar, P., (2019). *Social Psychology in Everyday Life*. New Delhi: SAGE Texts. ISBN: 978-93-532-8
6. Natu, S. & Vaidya A. (2012). सामाजिक मानसशास्त्र. Delhi: Pearson Publication
7. Golvilkar, S., Abhyankar, S. & Kher, T. (2012). सामाजिक मानसशास्त्र. Pune: Narendra Prakashan.

Research Application - (PSY2404)		
Title of the Course and Course Code	Research Application - (PSY2404)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	State the Research proposal.	
CO2	Outline the review of literature and articulate the research problem.	
CO3	Analyze the data appropriate statistic.	
CO4	Write a Research Report.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	<ol style="list-style-type: none">1. Students in group work on research proposal.2. Students in the group write the review of literature in detail for the research problem.3. Students in group analyze the data using appropriate statistic.4. Students in group complete the research report.	24

**Deccan Education Society's
FERGUSSON COLLEGE (AUTONOMOUS),
PUNE**

Syllabus

for

S. Y. B. A. (Sociology)

[Pattern 2019]

(B.A. Semester-III and Semester-IV)

From Academic Year

2020-21

Fergusson College (Autonomous), Pune

Structure of S.Y.B.A. – Faculty of Arts and Humanities

Under CBCS pattern (2019-20) *effective from June 2020*

S.Y.B.A	New CBCS pattern (June 2020)	L	Old (Existing) pattern	L
Sem. III	Compulsory English (3)	4	Compulsory English (3)	4
	MIL 1 Compulsory (3) Marathi/ Hindi /Sanskrit/ French/ German	4	--	
	DSE 1 A (3)	4	Special paper -1 (3)	4
	DSE 2 A (3)	4	Special paper -2 (3)	4
	SEC 1 A (3)	4	General Paper G-2 (3)	4
	SEC 2 A (1) Value based/Skill based		--	
	CC 1 C (3)	4	Optional -1 (3)	4
	CC 2 C (3)	4	Optional -2 (3)	4
	Environment Science (2)	3	Environment Science (2)	3
Sem. IV	Compulsory English (3)	4	Compulsory English (3)	4
	MIL 2 Compulsory (3) Marathi/ Hindi /Sanskrit/ French/ German	4	--	
	DSE 1 B (3)	4	Special paper -1 (3)	4
	DSE 2 B (3)	4	Special paper -2 (3)	4
	SEC 1 B (3)	4	General Paper G-2 (3)	4
	SEC 2 B (1) Value based/Skill based / Field work of SEC -1B		--	
	CC 1 C (3)	3	Optional -1 (3)	4
	CC 2 C (3)	3	Optional -2 (3)	4
	Environment Science (2)	3	Environment Science (2)	3

Fergusson College (Autonomous), Pune

Structure of S.Y.B.A. – Faculty of Arts and Humanities

Under CBCS pattern (2019-20) *effective from June 2020*

Equivalence Syllabus for Department of Sociology

SY BA	New CBCS Pattern	Old Existing Pattern
Sem III	DSE 1A (4 credits) SOC 2301: Title: Foundations of Sociological Thought	Special Paper 1 Title: Foundations of Sociological Thought
	DSE 2A (4 credits) SOC 2302: Title: Social Welfare and Social Legislation in India	Special Paper 2 Title: Social Welfare and Social Legislation in India
	SEC 1A (3 credits) SOC 2303: Title: Contemporary Indian Society	General Paper 2 Title: Contemporary Indian Society
	SEC 2A (2 credits) (Value/Skill Based) SOC 2304: Title: !!!	----

Note: SEC 1A is CC '1 or 2' (General paper for other department students)

SY BA	New CBCS Pattern	Old Existing Pattern
Sem IV	DSE 1B (4 credits) SOC 2401: Title: Indian Sociological Thought	Special Paper 1 Title: Indian Sociological Thought
	DSE 2B (4 credits) SOC 2402: Title: Vulnerable Sections of India	Special Paper 2 Title: Vulnerable Sections of India
	SEC 1B (3 credits) SOC 2403: Title: Dynamics of India's Social Institutions	General Paper 2 Title: Dynamics of India's Social Institutions
	SEC 2B (2credits) (Value/Skill Based/ Field Work of SEC-1B) SOC 2404: Title: !!!	----

Note: SEC 1B is CC-'1 or 2' (General paper for other department students)

S. Y. B. A. Semester III		
Title of the Course and Course Code	Foundations of Sociological Thought (SOC 2301)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describe the socio-political events that led to emergence of Sociology as an academic discipline. Outline the basic tenets of the three major Theoretical schools in Sociology.	
CO2	Match the theoretical concepts to the respective Sociologists and Schools. Explain the theories of Marx, Weber and Durkheim.	
CO3	Apply basic sociological theories and concepts therein to understanding of real-world scenarios.	
CO4	Analyse the interrelationship between social theories and perspectives and how they have evolved. Distinguish between the theoretical perspectives of Durkheim, Marx and Weber.	
CO5	Assess the relevance and utility of theories by Comte, Marx, Weber and Durkheim in contemporary times.	
CO6	Integrate the theoretical understanding with practical examples.	
Unit. No.	Title of Unit and Contents	No. of Lectures
I	The Emergence of Sociological Thought: Intellectual and Social Context a. Enlightenment b. French Revolution c. Industrial Revolution	12
II	The Positivist School: August Comte a. Positivism b. Law of three stages Emile Durkheim a. Theory of Social Facts b. Theory of Suicide and Theory of Religion	12
III	The Conflict School Karl Marx a. Historical Materialism b. Theory of Class Struggle c. Theory of Alienation	12
IV	The Interpretative School Max Weber a. Interpretative Sociology (Verstehen) and Ideal Types b. Theory of Social Action c. The Protestant Ethics and the Spirit of Capitalism	12

Learning Resources:

1. Abraham, M. F. and Morgan, J. H. 1996. Sociological Thought. Madras. MacMillan India.
2. Aron, Raymond. 1982. Main Currents in Sociological Thought. Vol. I & II. Penguin Books. New York.
3. Lewis, Coser. 1979. Masters of Sociological Thought. Harcourt, Harcourt Brace Jovanovich. New York.
4. Ken, Morrison. 1995. Marx, Durkheim, Weber: Formation of Modern Social Thought. Sage. London.
5. Ritzer, George. 6th (ed.) 1996. Sociological Theory. Tata McGraw Hill. New Delhi.
6. Ray, Larry J. 2010. Theorizing Classical Sociology. Tata McGraw Hill. New Delhi.
7. Haralombus, M. and Holborn. 2000. Sociology: Themes and Perspectives. Collins. London.

Title of the Course and Course Code	Social Welfare And Social Legislation In India (SOC2302)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the history of social welfare in India. Outline the concepts and approaches of social welfare in India. State constitutional and legal provisions for protection of vulnerable sections.	
CO2	Articulate the features India as a Welfare State. Explain the problems of vulnerable sections in India	
CO3	Illustrate the provisions of Fundamental Rights, Duties and Directive Principles that support the vulnerable sections.	
CO4	Analyse the impact of liberalisation on welfare state in India.	
CO5	Assess the impact of legal and constitutional provisions for the vulnerable sections.	
CO6	Compile and trace the evolution of legal and constitutional provisions for vulnerable sections chronologically.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Concepts and Approaches a. History of social welfare and Indian society: From charity to rights b. Concepts and approaches of social welfare Human Rights, Social Justice, Social Action and Empowerment History of Social Legislation in India: Meaning, need, developments	12
II	Welfare State in India: Constitution and Rights a. Nature of Welfare State in India b. Fundamental Rights, Directive Principles and Fundamental Duties Changes in the Welfare State, post liberalization	12
III	Vulnerable Sections of India: Women (The Constitution, Social Policy, Law and Social Action) a. Issues of women - Health, education, employment, sexuality and violence against women. b. Constitutional Provisions and Laws - Reservation for women in Panchayat - 73 rd Constitutional Amendment Act, 1993, PCPNDT (Pre-conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection Act), 1994; Protection of Women from Domestic Violence Act, 2005; The Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act, 2013; The Criminal Law (Amendment) Act, 2013. Recent Developments c. Mechanisms for enforcement of Rights of Women: CEDAW (Convention on the Elimination of all Forms of Discrimination against Women), National and State Commissions for Women. Women), National and State	12

	Commissions for Women. Role of Women's Movements and Role of CSOs / NGOs	
IV	Vulnerable Sections of India: Children (The Constitution, Social Policy Law and Social Action) a. Issues of children in India: health, education, child labour, child trafficking, child abuse. Constitutional Provisions and Laws - Child Labour (Prohibition and Regulation) Act 1986; The Immoral Traffic Prevention Act; Right to Education Act, 2011, Protection of children from sexual offences Act, 2012. Recent Developments - Child Labour (Prohibition and Regulation)	12

Learning Resources:

- Gore, M. S. 2003. Social Development: Challenges Faced in an Unequal, Plural Society, Jaipur. Rawat. Pp 39-45, 206-220, 374-392
- Kohli, A. S. and Sharma S. R. 1997. The Welfare State. New Delhi. Anmol Publication.
- Kohli, A. S. (ed.), 1996. Social Welfare, Anmol Publication, New Delhi.
- Pathak, S. 1981. Social Welfare: An Evolutionary and Development Perspective, McMillan, Delhi.
- Sachdeva, D. R. 1992. Social Welfare Administration in India, Kitab Mahal.
- Panwar Ramesh (ed.) 2011. Tribes and the Indian Society, Delhi. Signature Books International Publications, Pp 215-239.
- Patnaik, Prabhat. April 6, 2013. A Critique of the Welfare-Theoretic Basis of the Measurement of Poverty Economic and Political Weekly. Vol. 48. Issue No. 14.
- Kothari, Jayal. May 1, 2010. The UN Convention on Rights of Persons with Disabilities: An Engine for Law Reform in India, Economic and Political Weekly Vol. XIV Issue No. 18, Pp 65-72.
- Jeffery, Roger. Singal, Nidhi. March 22, 2008. Measuring Disability in India, Economic & Political Weekly. Vol. 43. Issue No. 12-13. Pp 22-24.
- Indian Social Institute, 1998, Annual Survey on Indian Law, New Delhi.
- Jayram, N. 2005. On Civil Society: Issues and Perspectives. Sage. New Delhi.
- Kohli, A. S. Social Services to Disabled. Anmol Publication. New Delhi.
- Shams Shamsuddin. 1991. Women, Law and Social Changes. Ashish Publishing House. New Delhi.
- South Asia Documentation Centre. 2006. Introducing Human Rights: An Overview including issues of Gender Justice. Environmental and Consumer Law. Oxford University Press. New Delhi. UNDP, Human Development Reports (Introduction only)

Title of the Course and Course Code	Contemporary Indian Society (SOC2303)	Number of Credits : 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the characteristics of Indian democracy. Outline the trends of economic development in India.	
CO2	Discuss the landmarks and their impact on development of India. Explain the features of Urban, Rural and Tribal sections of Indian society.	
CO3	Outline the features of land reform and green revolution.	
CO4	Analyse the impact of liberalisation on agrarian, urban and tribal life in India. Identify the changing trends in agriculture, urban and tribal societies.	
CO5	Assess the impact of land reforms, green revolution and globalisation	
CO6	Express how globalisation has affected the life of their family and community.	
Unit. No.	Title of Unit and Contents	No. of Lectures
I	Contours of Contemporary India <ol style="list-style-type: none"> a. Indian Democracy - its nature, strengths, weaknesses and challenges b. Economic Development (Phases of Planned Development & Neo-liberalism): nature and challenges 	16
II	Changing Nature of Agrarian Society <ol style="list-style-type: none"> a. Agriculture in post-Independence India: land reforms, green revolution and its impact on society b. Impact of globalization on Indian agriculture and the agrarian distress 	12
III	Changing Nature of Urban Society <ol style="list-style-type: none"> a. Nature and trends of urbanization in India b. Uneven development, inequalities and contradictions in Urban India 	12
IV	Changing Nature of Tribal Society <ol style="list-style-type: none"> a. Impact of economic development on tribal societies in India. b. The tribal response 	08

Learning Resources:

1. Chandok, Neera & Praveen Priyadarshi. 2000. Contemporary India: Economy, Society and Polity. Pearsons India.
2. Chandra, Bipin, Mridula Mukherjee & Aditya Mukherjee. 2008. India since Independence. Penguin Books India.
3. Deshpande, Satish. 2003. Contemporary India: A Sociological View. Penguin Books India.
4. Khilnani, Sunil. 2003. The Idea of India. Penguin Books India.
5. Das, Veena. 2003. Oxford Companion to Sociology and Social Anthropology. Vol. I & II, OUP, N. Delhi.
6. Dreze Jean Amartya Sen Uncertain Glory
7. Jayal, Niraja Gopal. 2001. Democracy in India. Oxford University Press. New Delhi, 1- 45 (Introduction only)
8. Nayyar, Deepak.1996. Intelligent Person's Guide to Liberalization. Penguin Book India.
9. Christophe, Jaffrelot. 2010. Religion, Caste and Politics in India. Primus Books Delhi.
10. Reddy, Narasimha, Mishra, Srijit (ed.) 2010. Agrarian Crisis in India. Oxford India Paperback.
11. Deshpande, R. S. & Khalil Shah. 2007. Agrarian Distress and Agricultural Labour. Indian Journal of Labour Economics. Vol. 50 No.2
12. Jodhka, Surinder (ed.) 2013. Village Society. Orient Blackswan. New Delhi.
13. Munshi, Indra (ed.) 2012. The Adivasi Question: Issues of Land, Forests and Livelihood.
14. Ramachandran, R. 1997. Urbanization and Urban Systems in India. OUP. New Delhi.
15. Shivaramkrishnan, K. C. and Kundu, Amitabh. 2007. Oxford Handbook of Urbanization in India, OUP, New Delhi.
16. Omvedt, G. 2011. Understanding Caste: From Ambedkar to Buddha. Orient Blackswan. Hyderabad.
17. Deshpande, A. 2011. Grammar of Caste: Economic Discrimination in Contemporary India. OUP. New Delhi.
18. Thorat, S. K. 2009, Dalits in Modern India: Search for a Common Destiny. Sage. New Delhi.
19. Jodhka, Surinder. Caste in Contemporary India.
20. Tilak, JBG (ed.) 2013. Higher Education in India: In Search of Equality, Quality and Quantity. Orient Blackswan. New Delhi.
21. Social Scientist. September - December 2010. Vol. 38. Number 9 - 12 (Special Issue on Education).
22. Health System in India: Crisis & Alternatives. 2006. National Co-ordination Committee, Jan Swasthya Abhiyan.
23. Menon, Nivedita. 2012. Seeing like a Feminist. Zubaan. Penguin Book.
24. Narrain, Arvind & Bhan, Gautam (ed.) 2005. Because I have a Voice: Queer Politics in India. Yoda Press. New Delhi.
25. Thapar, Romila. 2000. India: Another Millennium. Penguin.
(Chapter on Media by N. Ram)

Title of the Course and Course Code	Vulnerable Sections of India and Law (Women and Children) SOC2304	Number of Credits : 02
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Understand the causes of social issues in India	
CO2	Learn theoretical perspectives and legislative and policy measures taken for protection of vulnerable sections in India	
CO3	Evaluate how legislative and policy measures have had an impact on vulnerable sections and their upliftment	
CO4	Write a research based report on status of one of the issues related to vulnerable sections	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Vulnerability - meaning, components , causes and impact - Women and children - issues	12
II	Legislation and Policy - Legislative Measures, Policies and Programmes, new legal developments in relation to women and children	

Learning Resources-

1. Kohli, A. S. and Sharma S. R. 1997. The Welfare State. New Delhi. Anmol Publication
2. Sachdeva, D. R. 1992. Social Welfare Administration in India, Kitab Mahal.
3. Shams Shamsuddin. 1991. Women, Law and Social Changes. Ashish Publishing House. New Delhi.

S. Y. B. A. Semester IV		
Title of the Course and Course Code	Indian Sociological Thought (SOC2401)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describe the factors that contributed to emergence of Sociology in India. State major Indian Sociological perspectives.	
CO2	Compare and contrast the prominent sociological perspectives. Explain the social theories incorporated in the prominent Indian sociological perspectives	
CO3	Illustrate how concepts like Sanskritization, Dominant caste, Nationalist perspective etc can be helpful in understanding Indian social reality.	
CO4	Analyse the social institutions of caste, tribe etc from the lens of sociological perspectives. Explain the impact of Orientalist, Colonial and Nationalist approach on perspectives towards Indian social institutions of caste and tribe.	
CO5	Evaluate the relevance of different sociological perspectives in understanding of contemporary Indian society.	
CO6	Generate a thematic timeline of sociological perspectives in Indian Sociology.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Emergence of Sociology in India a. The Colonial Background b. Nationalism c. Development of Sociology in India.	12
II	The Indological Perspective G. S. Ghurye - Indology and Theory of Caste	12
III	The Structural Functional Perspective M. N. Srinivas - Dominant Caste and Sanskritization	12
IV	The Dialectical and Non-Brahminical Perspectives (Sociology from The Dialectical and Non-Brahminical Perspectives Below) a. The Marxist Perspective: A. R. Desai - Social Background of Indian Nationalism. b. The Non Brahminical Perspective: B. R. Ambedkar - Theory of Origin of Caste and Theory of Religion.	12

Learning Resources:

1. Patel, Sujata. (ed.) 2011. Doing Sociology in India. Oxford. New Delhi.
2. Oommen and Mukherji (ed.) 1986. Indian Sociology: Reflections and Introspections. Popular Prakashan. Bombay. Pp 16-55.
3. Singh, Yogendra. 1986. Indian Sociology: Social Conditioning and Emerging Concerns. Vistaar, New Delhi. Pp 1-31.
4. Dhanagare, D. N. 1999. Themes and Perspectives in Indian Sociology. Rawat Publications. Jaipur.
5. Nagla, B. K. 2008. Indian Sociological Thought. Rawat Publications. Jaipur.
6. Pramanik, S. K. 2001. Sociology of G. S. Ghurye, Rawat. Jaipur. Pp-19-30.
7. Vivek, P. S. 2002. Sociological Perspectives and Indian Sociology. Himalaya Publishing House. Mumbai.
8. Omvedt, Gail. 2008. Ambedkar: Towards an enlightened India. Penguin. India.
9. Rodrigues Valerian (ed.) 2004. Essential Writings of B. R. Ambedkar. Oxford India Paperbacks.

Vulnerable Sections of India (SOC 2402)		
Title of the Course and Course Code	Vulnerable Sections of India (SOC 2402)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describe the issues faced by vulnerable sections in India. State major constitutional and legal provisions for the betterment of vulnerable sections.	
CO2	Explain the measures taken by the Indian state for betterment and upliftment of the vulnerable sections.	
CO3	Illustrate the issues faced by the vulnerable sections by referring to the current issues and news.	
CO4	Analyse if and how the social policies and laws draw their inspiration from the Constitution and values of the Freedom struggle. Explain the role of civil society and their work for the vulnerable sections.	
CO5	Evaluate the impact of the policy and legal measures for betterment of the vulnerable section. Assess the role of civil society and social movements.	
CO6	Compose an article with comprehensive analysis of one or more issues related to vulnerable section of Indian society.	
Unit. No.	Title of Unit and Contents	No. of Lectures
I	Scheduled Castes / Dalits: (The Constitution, Social Policy, Law and Social Action) <ol style="list-style-type: none"> a. Issues of Dalits in India: Untouchability, Discrimination, Social Exclusion, bonded labour, lack of access to land and other resources, political participation. b. Constitutional provisions to safeguard the interests of SCs and Policy of Protective Discrimination. c. Legislation for SC - The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Amendment Act, 1989 2015. Recent Developments. d. Mechanisms for enforcement of Rights of Dalits - National Commission for Scheduled Castes. Role of Dalit movements and role of CSOs / NGOs 	12
II	Scheduled Tribes / Adivasis: (The Constitution, Social Policy, Law and Social Action) <ol style="list-style-type: none"> a. Issues of Adivasis in India: livelihood, displacement, land alienation. b. Constitutional provisions to safeguard the interests of ST and policy of protective discrimination. c. Legislation for ST-PESA (Panchayat Extension to Scheduled Areas Act 1996); The Scheduled Tribes and other traditional forest dwellers (Recognition of Forest Rights) Act 2006. Recent Developments. d. Mechanisms for enforcement of Rights of Adivasis - National Commission for Scheduled Tribes. Role of Tribal movements and role of CSOs / NGOs 	12

III	Scheduled Tribes / Adivasis: (The Constitution, Social Policy, Law and Social Action) a. Issues of Adivasis in India: livelihood, displacement, land alienation. b. Constitutional provisions to safeguard the interests of ST and policy of protective discrimination. c. Legislation for ST-PESA (Panchayat Extension to Scheduled Areas Act 1996); The Scheduled Tribes and other traditional forest dwellers (Recognition of Forest Rights) Act 2006. Recent Developments. d. Mechanisms for enforcement of Rights of Adivasis - National Commission for Scheduled Tribes. Role of Tribal movements and role of CSOs / NGOs	12
IV	Role of Civil Society in Social Welfare a. Meaning and importance of Civil society in working with vulnerable sections. b. Role of CSO, NGO, INGOs and Trans nationalization of NGO. c. International networks and debates on issues of vulnerability. (Case Studies)	12

Learning Resources:

- Gore, M. S. 2003. Social Development: Challenges Faced in an Unequal, Plural Society. Rawat. Jaipur. Pp 39-45. 206-220. 374-392.
- Kohli, A. S. and Sharma, S. R. 1997. The Welfare State. Anmol Publication. New Delhi. Pp 1-9
- Kohli A. S. (ed.) 1996. Social Welfare, New Delhi. Anmol Publication.
- Pathak, S. 1981. Social Welfare: An Evolutionary and Development Perspective. Delhi McMillan.
- Sachdeva, D. R. 1992. Social Welfare Administration in India. Kitab Mahal.
- Panwar, Ramesh (ed.) 2011. Tribes and the Indian Society. Delhi. Signature books International Pub. Pp 215-239.
- Patnaik, Prabhat. April 6. 2013. A Critique of the Welfare - Theoretic Basis of the Measurement of Poverty Economic and Political Weekly. Vol. 48. Issue No. 14.
- Kothari, Jayna. May 1, 2010. The UN Convention on Rights of Persons with Disabilities: An Engine for Law Reform in India, Economic and Political Weekly. Vol. xlv Issue No. 18. Pp 65-72
- Roger, Jeffery & Singal, Nidhi. 2008. Measuring Disability in India, Economic & Political Weekly. Vol. 43, Issue No. 12-13. March 22. 2008. Pp 22-24.
- Indian Social Institute. 1998. Annual Survey on Indian Law. New Delhi.
- Jayram, N. 2005. On Civil Society: Issues and Perspectives. Sage. New Delhi.
- Kohli, A. S. Social Services to Disabled. New Delhi. Anmol Publication.
- Shams, Shamsuddin. 1991. Women, Law and Social Changes. New Delhi. Asish Publishing House.
- South Asia Documentation Centre. 2006. Introducing Human Rights: An Overview including issues of Gender Justice. Environmental and Consumer Law. New Delhi. Oxford University Press. UNDP, Human Development Reports (Introduction only).

Title of the Course and Course Code	Dynamics of India's Social institutions (SOC2403)	Number of Credits : 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the issues and challenges related to caste, religion and gender in India. Outline the challenges of the health and education sector in India.	
CO2	Explain the role of religion and caste in contemporary Indian society in context of political and social movements. Discuss the role of media in contemporary India.	
CO3	Examine the transformations in social institutions like caste, religion, family, marriage and gender in the context of modernization in India.	
CO4	Analyse the intersection of social, political and economic factors and its impact on class and caste realities. Explain how the socio-political context impacts education and public health sector.	
CO5	Evaluate the elements of continuity and change pertaining to class, caste and religion in India. Assess the role of media in contemporary society.	
CO6	Write an article on how dynamics of caste, class, religion, gender impact development in India.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Dynamics of Caste and Religion in Contemporary India a. Caste in contemporary rural and urban India; caste and political mobilization, caste and neo liberal economy b. Resurgence of religion in contemporary India; communalism, crisis of secularism	16
II	Education and Health System in Contemporary India: Nature, Issues and Challenges a. The school education and higher education b. The public health sector and the private health sector	12
III	Dynamics of Gender, Marriage, Family and Household a. Dynamics of women and work, sexuality and mobility b. Challenges to the institutions of marriage and family; issues of LGBTQI and live - in relations.	12
IV	Role of Media in Contemporary India a. The role of media in Indian democracy b. The changing nature of Media: Possibilities and Challenges	08

Learning Resources:

1. Chandok, Neera & Praveen Priyadarshi. 2000. Contemporary India: Economy, Society and Polity. Pearsons India.
2. Chandra, Bipin, Mukherjee Mridula & Mukherjee Aditya. 2008. India since Independence. Penguin Books India.
3. Deshpande, Satish. 2003. Contemporary India: A Sociological View. Penguin Books India.
4. Khilnani, Sunil. 2003. The Idea of India. Penguin Books India.
5. Das, Veena. 2003. Oxford Companion to Sociology and Social Anthropology. Vol. I & II, OUP, N. Delhi.
6. Dreze Jean Amartya Sen. Uncertain Glory.
7. Jayal, Niraja Gopal. 2001. Democracy in India. Oxford University Press. New Delhi, 1-45. (Introduction only)
8. Nayyar, Deepak. 1996. Intelligent Person's Guide to Liberalization. Penguin Book India.
9. Christophe, Jaffrelot. 2010. Religion, Caste and Politics in India. Primus Books Delhi.
10. Reddy, Narasimha, Mishra, Srijit (ed.) 2010. Agrarian Crisis in India. Oxford India Paperback.
11. Deshpande, R. S. & Khalil Shah. 2007. Agrarian Distress and Agricultural Labour. Indian Journal of Labour Economics. Vol. 50 No.2
12. Jodhka, Surinder (ed.) 2013. Village Society. Orient Blackswan. New Delhi.
13. Munshi, Indra (ed.) 2012. The Adivasi Question: Issues of Land, Forests and Livelihood.
14. Ramachandran, R. 1997. Urbanization and Urban Systems in India. OUP. New Delhi.
15. Shivaramkrishnan, K. C. and Kundu, Amitabh. 2007. Oxford Handbook of Urbanization in India. OUP. New Delhi.
16. Omvedt, G. 2011. Understanding Caste: From Ambedkar to Buddha. Orient Blackswan. Hyderabad.
17. Deshpande, A. 2011. Grammar of Caste: Economic Discrimination in Contemporary India. OUP. New Delhi.
18. Thorat, S. K. 2009, Dalits in Modern India: Search for a Common Destiny. Sage. New Delhi.
19. Jodhka, Surinder. Caste in Contemporary India.
20. Tilak, JBG (ed.) 2013. Higher Education in India: In Search of Equality, Quality and Quantity. Orient Blackswan. New Delhi.
21. Social Scientist. September - December 2010. Vol. 38. Number 9 - 12 (Special Issue on Education).
22. Health System in India: Crisis & Alternatives. 2006. National Co-ordination Committee, Jan Swasthya Abhiyan.
23. Menon, Nivedita. 2012. Seeing like a Feminist. Zubaan. Penguin Book.
24. Narrain, Arvind & Bhan, Gautam (ed.) 2005. Because I have a Voice: Queer Politics in India. Yoda Press. New Delhi.
25. Thapar, Romila. 2000. India: Another Millennium. Penguin.
(Chapter on Media by N. Ram)

Development and Vulnerable Sections SOC2404		
Title of the Course and Course Code	Development and Vulnerable Sections SOC2404	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Learn about the dynamics of development related to vulnerable sections	
CO2	Analyse how growth and development impact and percolate to vulnerable sections .	
CO3	Evaluate the remedial measures taken by the state	
CO4	Write an article stipulating connection between developmental issues pertaining to vulnerable sections in India	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Vulnerable Sections and Development - Meaning of development, different perspectives, impact of development on vulnerable sections - tribal community, oppressed sections	12
II	State and Development - planning and policies, implementation issues, citizens and state	

Learning Resources:

1. Gore, M. S. 2003. Social Development: Challenges Faced in an Unequal, Plural Society, Jaipur. Rawat. Pp 39-45, 206-220, 374-392
2. Kohli, A. S. and Sharma S. R. 1997. The Welfare State. New Delhi. Anmol Publication.
3. Sachdeva, D. R. 1992. Social Welfare Administration in India, Kitab Mahal.



**Deccan Education Society's
FERGUSSON COLLEGE
(AUTONOMOUS), PUNE**

Syllabus
for

T. Y. B. A. (Philosophy)
[Pattern 2019]
(B.A. Semester-V and Semester-VI)

From Academic Year
2021-22

Fergusson College (Autonomous), Pune
Structure of T.Y.B.A. – Faculty of Arts and Humanities
 Under CBCS pattern (2019-20) *effective from June 2021*
Equivalence Syllabus for Department of Philosophy

TY BA	New CBCS Pattern	Old /Existing Pattern
Sem V	DSE 1C (4 credits) PHI3501: Indian Thinkers (Medieval and Modern)	Special Paper 3 Indian Thinkers (Medieval and Modern)
	DSE 2C (4 credits) PHI3502: Western Thinkers (Twentieth Century)	Special Paper 4 Twentieth Century Western Philosophy (Thinkers)
	SEC 1C (3 credits) PHI3503: Socio-Political Philosophy (Western)	General Paper 3 Socio-Political Philosophy (Western)
	SEC 2C (2 credits) (Value/Skill Based) PHI3504: Methods and Concepts in Philosophical Counseling (Western)	----

Note: SEC 1C is CC '1 or 2' (General paper for other department students)

TY BA	New CBCS Pattern	Old Existing Pattern
Sem VI	DSE 1D (4 credits) PHI3601: Twentieth Century Indian Philosophy (Textual Studies)	Special Paper 3 Twentieth Century Indian Philosophy: Textual Studies
	DSE 2D (4 credits) PHI3602: Twentieth Century Western Philosophy (Textual Studies)	Special Paper 4 Twentieth Century Western Philosophy (Textual Studies)
	SEC 1D (3 credits) PHI3603: Aesthetics	General Paper 3 Socio-Political Philosophy (Indian)
	SEC 2D (2 credits) (Value/Skill Based/ Field Work of SEC-1B) PHI3604: Methods and Concepts in Philosophical Counseling (Indian)	----

Note: SEC 1D is CC- '1 or 2' (General paper for other department students)

T. Y. B.A. Semester V		
Title of the Course and Course Code	Indian Thinkers (Medieval and Modern) - Special Paper 1 (PHI3501)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the main trends in contemporary Indian philosophy	
CO2	Discuss the development of Indian philosophical thought in the twentieth century in comparison with the traditional thought	
CO3	Comprehend the contribution of Jnaneshwar and Kabir in the medieval thought of Indian philosophy	
CO4	Connect traditional Indian philosophical thought with modern and medieval trends.	
CO5	Evaluate the social significance of Buddhist philosophy from Ambedkar's perspective	
CO6	Analyse the conception of philosophy and values in K C Bhattacharya's Philosophy	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Jnaneshwar Shiva-Shakti Samaweshana, Ajnana Khandan, Chidvilasvada	12
II	Kabir Criticism of traditional religion, Nature of ultimate reality, Concept of guru	12
III	Ambedkar The Buddha's First Sermon, Concept of Dhamma, Saddhamma, On Karma, Rebirth and Nibbana	12
IV	Krishna Chandra Bhattacharya Concept of Philosophy, Subject as Freedom, Concept of Value	12

References:

1. B. P. Bahirat, Philosophy of Jnanadeva, Motilal Banarasidas, 1998.
2. Mysticism in Maharashtra, R.D. Ranade
Mehrotra Aravinda Krishna (2011), Selected Excerpts from Songs of Kabir, Delhi Everyman
3. *The Buddha and his Dhamma* by Dr. Babasaheb Ambedkar, Book Three: What the Buddha Taught
4. Studies in Philosophy Vol. I and II – K. Bhattacharya, ed. by Gopinath

T. Y. B.A. Semester V		
Title of the Course and Course Code	Western Thinkers (Twentieth Century)- Special Paper 2 (PHI3502)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describe the main trends of twentieth century western philosophy	
CO2	Distinguish between traditional and non-traditional approaches to philosophy	
CO3	Examine the methodological differences between the different trends in twentieth century western philosophy	
CO4	Analyze traditional philosophy in light of the recent perspectives	
CO5	Evaluate the fundamental philosophical views of twentieth century western philosophers.	
CO6	Describe the main trends of twentieth century western philosophy	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Friedrich Nietzsche Views regarding Morality, Will to Power, Concept of Truth	12
II	Edmund Husserl Phenomenology as a rigorous science, Intentionality of consciousness, Phenomenological method	12
III	John Dewey Introduction to Pragmatism, Concept of Enquiry and Fallibilism, Realism	12
IV	Ludwig Wittgenstein Picture theory of Meaning, Use theory of Meaning, Wittgenstein's views about Philosophy	12

References:

1. Fredrick Copleston: History of Philosophy (Vol. VII & VIII) Image Books, New York, 1994.
2. Herbert Spiegelberg: The Phenomenological movement: A Historical Introduction; Springer-Science - Business Media, B.V., 1960.
3. Joseph Blau: Men and Movements in American Philosophy, Prentice Hall Inc., New York, 1954.
4. K. T. Fann: Wittgenstein's Conception of Philosophy; University of California Press, Los Angeles, 1969.

T. Y. B.A. Semester V		
Title of the Course and Course Code	Political Philosophy (Western) General Paper (PHI3503)	Number of Credits : 03
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Explain major theories in socio political philosophy	
CO2	Describe the complexities of the contemporary socio-political life	
CO3	Identify the various theories of socio-political Philosophy	
CO4	Distinguish among different theoretical approaches within feminism	
CO5	Critically evaluate the theories in socio-political philosophy	
CO6	Develop an open-minded attitude and respect towards different cultures	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Thinkers who changed our world view Adam Smith, Charles Darwin, Sigmund Freud	10
II	Liberalism Introduction to Liberalism: History of liberal thought, Liberalism: J. S. Mill, Critique of Liberalism	12
III	Marxism Introduction to Marxism, Historical Materialism, Class struggle, Concept of Alienation	12
IV	Feminism & Multiculturalism Introduction to Feminism: ways of analyzing feminism , Types of Feminism: Liberal, Marxist, Radical ,Introduction to Multiculturalism	14

References:

- 1) R. C. Soloman: Introducing Philosophy (A text with integrated reading) Part One: 2 Oxford University Press, 2008.
- 2) L. P. Pojman and James Fieser: Introduction to Philosophy (Classical Contemporary Reading 4th Ed.) Chapter 3, 6, Oxford University Press, 2008.
- 3) Heywood Andrews: Political Ideologies an Introduction, Palgrave MacMillan, 2003
- 4) Bhiku Parekh: Rethinking Multiculturalism: Cultural Diversity and Political Theory, MacMillan Publishers, India, 2000.
- 5) Will Kymlicka: Contemporary Political Philosophy (2nd edition), Oxford University Press, 2002.
- 6) Darwin, Marx, and Freud: their influence on moral theory, Caplan & Jennings - Plenum Press – 1984
- 7) Lindgren, J. Ralph (1984). The Social Philosophy of Adam Smith. _Revista Portuguesa de Filosofia_ 40 (3):334-335.

- 8) <https://plato.stanford.edu/entries/smith-moral-political/>
 9) <https://plato.stanford.edu/entries/darwinism>

T. Y. B.A. Semester V		
Title of the Course and Course Code	Methods and Concepts in Philosophical Counselling (Western) Skill Enhancement I (PHI3504)	Number of Credits : 02
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Orientate towards a non-academic job market within Philosophy.	
CO2	Understand the scope of Philosophical vis-a-vis Psychological counselling.	
CO3	Learn to apply Philosophical concepts for overcoming problems in life like, stress, family issues, love life, work-life balance, loss of dear ones.	
CO4	Know the application of ethical theories and teachings of life in mind management	
CO5	Study fallacies in reasoning which lead to stressors and the use of logic to overcome such fallacious reasoning.	
CO6	Study of various therapies within the existential tradition analyzing the human condition.	

Unit. No.	Title of Unit and Contents
I	Introduction History of Philosophical counselling, Difference between psychological and philosophical counselling.
II	Greek Stoicism - apatheia , Epicureanism - long term pleasure
III	Logic Logic Based Therapy, Meaning, scope, LBT fallacies, antidotes
IV	Existentialism Existentialism Based Therapy, Narrative construction therapy , Authentic life.

References:

Books and self-study material

1. Šulavíková, B. (2013). Philosophical counselling based on dialogical critical thinking.
 - a. *Human Affairs*, 23(4), 680-688.
2. Cohen, Elliot D., and Samuel Zinaich, eds. *Philosophy, Counseling, and Psychotherapy*.
 - a. Cambridge Scholars Publishing, 2013.
3. Cohen, E. D. (2016). *Logic-based therapy and everyday emotions: A case-based approach*.
 - a. Lexington Books.

4. Claessens, M. (2009). Mindfulness and Existential Therapy. *Existential analysis: journal*
 - a. *of the society for existential analysis*, 20(1).
5. Sandu, A. (2011). Philosophical Appreciative Counselling. *Philosophical Practice:*
 - a. *Journal of the American Philosophical Practitioners Association (American Philosophical Practitioners Association)*, 6(2).
6. Polkinghorne, D. E. (2004). Narrative therapy and postmodernism. *The handbook of narrative and psychotherapy: Practice, theory and research*, 53-68.
7. Waller, Sara. "A Working Ontology for REBT, CBT, And Philosophical Counseling,"
 - a. PRACTICAL PHILOSOPHY: Journal of the Society For Consultant Philosophers."
 - b. (2001).
8. https://www.youtube.com/watch?v=8K7Iwc931QM&list=PL3L6llF9vIOE7YiBtbfqIAoY1WSqS_I5M
9. https://www.youtube.com/channel/UCMJg7waLvT_7sUBDHbDB1ww/videos

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Twentieth Century Indian Philosophy (Textual Studies) Special Paper 1 (PHI3601)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Outline the development of fundamental concepts in Indian philosophy from traditional to contemporary	
CO2	Explain the modifications in methods of twentieth century Indian philosophy	
CO3	Demonstrate the conceptual difference between distinguishability and separability	
CO4	Re-evaluate Indian moral thought from the perspective of private vs public morality	
CO5	critically examine the fundamental concepts of Karma, Spirituality, etc.	
CO6	Evaluate the popular understanding of Charvaka Philosophy from the perspective of Debiprasad Chattopadhyaya	

Unit. No	Title of Unit and Contents	No of Lectures
I	<i>Lokayata - A Study in Ancient Indian Materialism</i> -Debiprasad Chattopadhyaya (Introductory chapter)	12
II	<i>Three Myths About Indian Philosophy, Daya Krishna, Yajna and the Doctrine of Karma</i> , Daya Krishna	12
III	<i>Distinguishables and Seperables</i> , S. S. Barlingay (Part I, II & III), <i>Re-understanding Indian Moral Thought</i> , Pradeep Gokhale	12
IV	<i>Karma, Causation and Retributive Morality</i> , Rajendra Prasad	12

References:

1. Debiprasad Chattopadhyaya *Lokayata - A Study in Ancient Indian Materialism*
2. Daya Krishna, *Indian Philosophy - A Counter-Perspective*, Oxford University Press, 1991.
3. S. S. Barlingay, *Beliefs, Reasons and Reflections*, Indian Philosophy Quarterly Publication, Pune, 1983.
4. Rajendra Prasad, *Karma, Causation and Retributive Morality*, Indian Council of Philosophical Research, 1989.

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Twentieth Century Western Philosophy (Textual Studies) - Special Paper 1 (PHI3602)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Understanding Philosophy as a meta-discipline, wherein Philosophy can handle its own criticism.	
CO2	Distinguish between Falsifiability as a criterion for demarcation of science from non-science.	
CO3	Understand the predicament of Human condition through phenomenological analysis.	
CO4	To grasp the notion of Metaphysics as a systematic study concerned to show what is the structure of the facts in the world to which reference is made	

Unit. No.	Title of Unit and Contents	No of Lectures
I	A. J. Ayer: Elimination of Metaphysics	12
II	Karl Popper: Science as Falsification	12
III	Jean Paul Sartre: Existentialism as Humanism	12
IV	Susan Stebbings: The Method of Analysis in Metaphysics	12

References:

1. A. J. Ayer: *Elimination of Metaphysics*, Language, Truth and Logic.
2. Karl Popper, *Conjectures and Refutations*, London: Routledge and Keagan Paul, 1963, pp. 33-39; from Theodore Schick, (Ed.), *Readings in the Philosophy of Science*, Mountain View, CA: Mayfield Publishing Company, 2000.
3. Jean Paul Sartre: *Existentialism as Humanism*, Translation and Introduction by Philip M. Methanen and Co. Ltd., 1948.
4. Stebbing, L. Susan. "The method of analysis in metaphysics." *Proceedings of the Aristotelian Society*. Vol. 33. Aristotelian Society, Wiley, 1932.

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Aesthetics - General Paper (PHI3603)	Number of Credits : 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the concept of Aesthetics and evaluate aesthetic judgement and experience	
CO2	Demonstrate broad knowledge of Philosophy of Art	
CO3	Analyze issues related to the concept and ontology of Art	
CO4	Analyze the concept of beauty and critically examine its prominent varieties	
CO5	Examine the relation between Art and Popular Culture	
CO6	Differentiate between traditional, modern and contemporary aesthetics and evaluate competing arguments in the field	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	UNDERSTANDING AESTHETICS Introduction to Aesthetics: historical perspective, Concept of Aesthetics: aesthetic object, aesthetic judgement, aesthetic attitude, aesthetic experience, Aesthetics of everyday.	12
II	ANALYZING ART Nature of Art, Ontology of Art, Metaphysics of fictional characters	12
III	ANALYZING BEAUTY Human beauty, Natural beauty, Artistic beauty	12
IV	EXPLORING CONTEMPORARY AESTHETICS Modern and Contemporary Aesthetics, Aesthetics of Pop Culture, What Makes Humor Aesthetic?	12

References:

1. Berleant, Arnold. Re-thinking Aesthetics: Rogue Essays on Aesthetics and the Arts. N.p., Taylor & Francis, 2017.
2. Yuriko Saito, Everyday Aesthetics (Oxford: Oxford University Press, 2007)
3. Kuisma, Oiva ; Lehtinen, Sanna & Mäcklin, Harri (eds.) (2019). _Paths from the Philosophy of Art to Everyday Aesthetics_. Helsinki, Finland: Finnish Society for Aesthetics.
4. Morris Weitz, "The Role of Theory in Aesthetics," The Journal of Aesthetics and Art Criticism, XV (1956), 27-35.
5. Thomasson, Amie L. (1998). _Fiction and Metaphysics_. Cambridge University Press.

6. Martin, Mike W. (1987). Humor and Aesthetic Enjoyment of Incongruities. In John Morreall (ed.), *The Philosophy of Humor and Laughter*, Albany: SUNY Press, 172-186.
7. Lintott, Sheila, "'Why (not) philosophy of stand-up comedy?'" (2017). *Faculty Contributions to Books*. 110.
8. Gaut, Berys & Lopes, Dominic (eds.) (2000). *The Routledge Companion to Aesthetics*. Routledge.
9. Darren Hudson Hick, *When Is a Work of Art Finished?*, *The Journal of Aesthetics and Art Criticism*, Volume 66, Issue 1, February 2008, Pages 67–76, <https://doi.org/10.1111/j.1540-594X.2008.00288.x>
10. Hospers John, *Introductory Readings in Aesthetics*, The Free Press, New York, 1969.
11. Hume, D. 'Of the Standard of Taste'
12. Kant, I. [1790] 'Analytic of Aesthetic Judgment' in *Critique of Judgment*
13. Oswald Hansfling, *Philosophical Aesthetics*
14. Kant I., *Critique of Judgment*, (tr.) Bernard J.H., Oxford, London, 1973.
15. Scruton, Roger. *Beauty: A Very Short Introduction*. Oxford; New York: Oxford University Press, 2011.
16. Carriet E.F., *The Theory of Beauty*, Methuen, London, 1962.
17. Hospers John, *Introductory Readings in Aesthetics*, The Free Press, New York, 1969.
18. LaFollette, H. & Shanks, N. (1993). Belief and the basis of humor. *American Philosophical Quarterly*, 30, 329-339. Creative Commons License.
19. *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful* (1757).
20. *The Philosophy of Art: A Contemporary Introduction*, Noël Carroll. (C)
21. Adorno, Theodor W. "On Popular Music" In *Essays on Music*. Ed. Richard Leppert. Berkeley and Los Angeles: University of California Press, 2002, pp. 437-69.
22. "On the Fetish-Character in Music and the Regression of Listening." In *The Culture Industry: Selected Essays on Mass Culture*. Edited by J.M.Bernstein. Translated by Anson Rabinbach, Wes Blomster, Thomas Levin, Gordon Finlayson, Nicholas Walker, and Peter Dews, 29-60. London and New York: Routledge Classics, 2001

Reading links:

1. Shelley, James, "The Concept of the Aesthetic", *The Stanford Encyclopedia of Philosophy* (Winter 2020 Edition), Edward N. Zalta (ed.), URL = [<https://plato.stanford.edu/archives/win2020/entries/aesthetic-concept/>](https://plato.stanford.edu/archives/win2020/entries/aesthetic-concept/).
2. <https://www.contempaesthetics.org/newvolume/pages/article.php?articleID=712>
3. <http://maxryynanen.net/wp-content/uploads/2015/04/A-History-of-Aesthetics-of-Popular-Culture.pdf>

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Methods and Concepts in Philosophical Counseling (Indian) - Skill Enhancement I (PHI3604)	Number of Credits : 02
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Exposure to the emerging field of Applied Philosophy in the Indian arena.	
CO2	Orientate towards a non-academic job market within Philosophy.	
CO3	Know the application of ethical theories and teachings of life in mind management.	
CO4	Know the concepts in Yoga regarding the mental states, hindrances and some yogic practices to overcome such hindrances.	
CO5	Understand the concepts within Buddhism helpful in calming the mind.	
CO6	Study concepts in Jaina tradition regarding knowledge and meditation.	

Unit. No.	Title Unit and Contents
I	Yoga Citta Vrtti, Klesas, Citta Bhumi, Antaraya, viksepa sahabhuva, Pratipaksha Bhavana, Sakshi bhava.
II	Buddhism: Momentariness - Ksanikta, Non-essentialism – Anatmata, Non-eternalism - Anatta, samma sati – mindfulness, Parmartha sat - Loksamvrtti sat.
III	Jaina: Anekantavada - Relative nature, Preksha dhyaan, Shukla dhyaan.
IV	Demonstration Report writing based on self-experience.

References:

1. Satish, Latha. "An approach to counseling Based on Yoga sutra of Patanjali." *Int. J. Yoga Allied*
 - a. *Sci.* 2014.June (2014): 1.
2. Malhotra, A. K. (2017). *An Introduction to Yoga Philosophy: an annotated translation of*
 - a. *the Yoga Sutras*. Routledge.
3. Jain, V., Jain, K., Sharma, S., Chaitanya, S., & Prajna, S. (2017). Yoga-Preksha-Dhyan
 - a. Practice as A Cost-Effective Preventive Strategy Against Aggressiveness in Primary School Children. *International Journal of Yoga and Allied Sciences*, 6(2), 106-113.
4. Marma, Ankaching. "Counseling and its importance: A Buddhist perspective." *Journal*
 - a. *of the International Association of Buddhist Universities (JIABU)* 7.1 (2017).
5. VARELA, EUSEBIO AFRICANO DOS REIS. "INTRODUCTORY EDUCATIONAL
 - a. COUNSELLING." (2013). Sample for writing report
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**Deccan Education Society's
FERGUSSON COLLEGE (AUTONOMOUS),
PUNE**

**Syllabus
for**

T.Y.B.A. (Psychology)
[Pattern 2019]
(B.A. Semester-V and Semester-VI)

From Academic Year
2021-22

Fergusson College (Autonomous), Pune
Structure of T.Y.B.A. – Faculty of Arts and Humanities
 Under CBCS pattern (2019-20) *effective from June 2021*

Equivalence Syllabus for Department of ...Psychology.....

TY BA	New CBCS Pattern	Old /Existing Pattern
Sem V	DSE 1C (4 credits) PSY3501: Title: Industrial And Organisational Psychology	Special Paper 1 Title: Industrial And Organisational Psychology
	DSE 2C (4 credits) PSY3502: Title: Psychology Practical: Tests and Statistical Methods	Special Paper 2 Title: Psychology Practical: Tests and Statistical Methods
	SEC 1C (3 credits) PSY3503: Title: Positive Psychology	General Paper 3 Title: Positive Psychology
	SEC 2C (2 credits) (Value / Skill Based) PSY3504: Title: Testing Application	----

Note: SEC 1C is CC '1 or 2' (General paper for other department students)

TY BA	New CBCS Pattern	Old Existing Pattern
Sem VI	DSE 1D (4 credits) PSY3601: Title: Cognitive Psychology	Special Paper 1 Title: Cognitive Psychology
	DSE 2D (4 credits) PSY3602: Title: Psychology Practical: Experiments and Statistical Methods	Special Paper 2 Title: Title: Psychology Practical: Experiments and Statistical Methods
	SEC 1D (3 credits) PSY3603: Title: Health Psychology	General Paper 3 Title: Health Psychology
	SEC 2D (2 credits) (Value/Skill Based/ Field Work of SEC-1B) PSY3604: Title: Experimental Application	----

Note: SEC 1D is CC- '1 or 2' (General paper for other department students)

T. Y. B.A. Semester V

Title of the Course and Course Code	Industrial and Organisational Psychology Special Paper 1(PSY3501)	Number of Credits : 04
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Course Outcomes (COs) On completion of the course, the students will be able to:	
CO1	Acquaint with different human resource management processes such as job analysis, competency mapping, recruitment, performance appraisal, etc. which aid vocational development and leverage the employability of the learner.
CO2	Distinguish between the different roles of human resources professionals and organizational psychologists.
CO3	Apply psychological theories of motivation, leadership, conflict management and communication to enrich workplace experiences for positive work outcomes.
CO4	Identify the different stages of an employee's life cycle.
CO5	Evaluate the evolution of current I-O psychological knowledge to their historical roots, in the global and Indian context.
CO6	Diagnose resistance to change in an organizational set-up and ways of executing organization's smooth transition from one change state to another (merger and acquisitions, downsizing, change in organizational goals, etc.). recognizes the role of distinct organizational cultures in work-outcomes and the ways in which culture is transmitted

Unit	Title of Unit and Contents	No. of Lectures
I	INTRODUCTION TO INDUSTRIAL/ ORGANISATIONAL PSYCHOLOGY Historical roots of I/O Psychology: Scientific management and Human Relations Movement, Domains of I/O Psychology: A Brief Overview, Role of Human Resource Manager, I/O in the Indian Context, Application: Introduction to different industry sectors	12
II	INDIVIDUAL IN THE ORGANISATION Employee Life cycle, Communication and conflict: Nature and types, Work Motivation: Nature. Content Theories - Maslow, Herzberg and Alderfer, Process Theories - Equity, Vroom, Leadership: Nature, Contingency Model, Path Goal Model, Application: Organizational Citizenship Behaviour	12

III	PEOPLE RESOURCING, EVALUATION AND DEVELOPMENT Understanding a Job: Job analysis and Competence mapping (basic concepts), Recruitment: Sources, methods of recruitment, selection, Performance Appraisal: Need and methods, HRD: Nature, Bloom's Learning Taxonomy, Andragogy, Kolb's experiential learning model, Application: Induction programme	12
IV	ORGANISATION CULTURE, CHANGAND EMPLOYEE WELLBEING Organization Culture: Nature, types and transmitting culture. Organizational Change: Forces of change, Resistance to change Organizational Development: Nature, characteristics of OD practitioner, approaches to OD, Positive Organization Behaviour: Nature, Meaning in work, spirituality in organization, work-life enrichment, Psychological capital. Application: Entrepreneurship	12

References:

1. Anderson, D. L. (2012). *Organization Development*. New Delhi: Sage Pub.
2. Cawesy, T. F. Deszca, G & Ingols, C. (2012). *Organizational Change*. New Delhi: Sage Pub.
3. DeNisi, A.S. Griffin, R.W. & Sarkar, A. (2016). *HR - A South Asian Perspective*. New Delhi: Cengage Learning.
4. Hersey, P. & Blanchard, K. H. (1982). *Management of Organizational Behaviour Utilizing Human Resources* (4th ed.). Prentice-Hall.
5. McGuire, D. etl. (2011). *Human Resource Development*. New Delhi: Sage Pub.

T. Y. B.A. Semester V		
Title of the Course and Course Code	Psychology Practical: Tests and Statistical Methods Special Paper 1(PSY3502)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe different psychometric properties of the test.	
CO2	Categorize the psychological tests in different gropes namely intelligence, aptitude, attitude etc.	
CO3	Distinguish between tests that can be used to measure psychological constructs.	
CO4	Identify the difference between self-report inventories and projective tests.	
CO5	Administer and interprets tests to measure intelligence, personality, adjustment, attitudes and values.	
CO6	Depict data in the form of frequency distribution and calculates and interprets mean, median and mode and measures of variability.	

Unit	Title of Unit and Contents
I	GENERAL AND SPECIAL ABILITY TESTING (Any Two) Malin's Verbal OR Performance Scale, Standard Progressive Matrices (SPM), Binet Kamath Test, Test of Creativity, Differential Aptitude Tests (DAT) - Any two sub-tests, Dexterity test
II	PERSONALITY (Any Three) Eysenck Personality Questionnaire, NEO-FFI, Sentence Completion Test, 16 PF, Introversion-Extraversion Test, Interest inventory, Type A and Type B Personality Test.
III	ADJUSTMENT (Any One) Family, School, Marriage, Expectations from the Life Partner Scale
IV	TESTING OF ATTITUDE (Any One) Marriage, Religion, Optimism-Pessimism, Attitude towards the Mother Scale.
V	VALUES (Any One) Differential Values Test, Value Orientation
VI	STATISTICAL METHODS Frequency Distribution, Measures of Central Tendency, Measures of Variability, Normal Distribution Curve

References:

1. Anastasi, A. & Urbina, S. (2009). *Psychological Testing*. N. D.: Pearson Education.
2. Chadha N. K. (2009). *Applied Psychometry*, Sage Publication Pvt. Ltd., New Delhi.
3. D'Amato, M. R. (2009). *Experimental Psychology: Methodology, Psychophysics and Learning*. N. D.: Tata McGraw-Hill.
4. Kaplan R. M. & Saccuzzo D. P. (2005). *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt. Ltd.
5. Mohanthy. *Experiments in Psychology*.
6. Ranjit Kumar (2014). *Research Methodology: A Step by Step Guide for Beginners*. Pearson
7. Rajamanickam, M. (2005). *Experimental Psychology: With Advanced Experiments*, Volume 1.

GUIDELINES FOR THE CONDUCT OF PRACTICAL

1. Each batch of students should consist of 12 students.
2. If the number of students exceeds even by 1, a separate batch should be formed for conduct of practical.
3. Each batch will conduct practical twice per week with three lecture periods per session.
4. Total workload per batch will be 6 lecture periods.
5. In addition, **1 separate lecture will be held for the statistical methods** per week for the entire class.
6. The concerned teacher should verify the completion of practical journal report and issue a completion certificate signed by the head of the department.

GUIDELINES FOR ASSESSMENT (ANNUAL EXAMINATION)

1. While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
2. The examiners should set paper on the spot.
3. Three subsets of question papers should be set per batch. These subsets should be considered as one set for billing purpose.
4. Before conducting the examination, the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the practicals are conducted as per the specifications given in the syllabus.
5. While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department.
6. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
7. The structure of the question paper for S-4 will be as follows:

Question Paper / Preference Sheet for Practical:

- i. The question paper will contain only 1 sections
- ii. Section I will contain 4 questions based on tests.
- iii. The student will give 2 preferences for the section
- iv. Out of the 2 preferences given by the student, the final choice of the question to be attempted will be of the external examiner.
8. The duration for practical examination will be of **three clock** hours per batch.

TOTAL MARKS: 50 Marks

- Statistical Methods: 10 Marks
- Instructions and Conducting: 5 Marks
- Practical Report: 10 Marks
- Journal: 15 Marks
- Practical Viva: 10 Marks

T. Y. B.A. Semester V		
Title of the Course and Course Code	Positive Psychology General Paper(PSY3503)	Number of Credits : 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Gain knowledge about the evolution and development of the field of positive psychology.	
CO2	Distinguish between positive and negative emotions.	
CO3	Examine the personality traits involved in the establishment of happiness and wellbeing.	
CO4	Analyse the connection and relation between well-being and positive emotions.	
CO5	Assess knowledge about virtues and its relation to character.	
CO6	Integrate the various strengths of characters and virtues.	

Units	Title of Unit and Contents	No of Lectures
I	Introduction of Positive Psychology Traditional approach: Negative aspect perceived as more authentic and real, Negative as more important, The disease model, Positive Psychology: View of Martin Seligman (1998 Presidential address), Assumptions, goals and definitions, Life above zero , Hedonic happiness and subjective well-being Eudaimonic Basis of happiness: Emotional Well-Being, Psychological Well-Being, Social Well-Being, East West and Positive Psychology and Mindfulness	12
II	Positive Emotions and Well-Being Positive and negative emotions, The Broaden and build theory of positive emotions,Limits of positive emotions, Positive Emotions and Flourishing, Cultivating positive emotions: Flow experience, Savoring	12
III	Positive Traits What makes a trait positive, Personality and Happiness: (The “Big Five”), Self Esteem, Optimism, Resilience: Sources of resilience in children, Sources of resilience in adulthood and Growth through trauma	12
IV	Virtue and Strengths of Character Developing a classification of human virtues, Wisdom as a foundational strength and virtue, Personal Goals and Wellbeing, Transcendence, Forgiveness and Gratitude, Enhancing Emotional Intelligence	12

References:

1. Baumgartner S. R., Crothers M. K. (2009) *Positive Psychology*. Pearson Education.
2. Snyder, C. R. and Lopez, S. J. (2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. N. D.: Sage Pub.
3. Carr Alan (2007). *Positive Psychology: The Science of Happiness and Human Strengths*, Routledge, Taylor and Francis Group - London.

T. Y. B.A. Semester V		
Title of the Course and Course Code	Testing Application Skill Enhancement I(PSY3504)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify standardized tests for test conduction.	
CO2	Conduct test on the sample independently.	
CO3	Analyse the test result.	
CO4	Discuss the test result.	

Units	Title of Unit and Contents	No of Lectures										
I	<p>Testing Application Process</p> <p>Students should choose 2 standardized tests out of the syllabus, Students should take the case history independently, Students should write the introductions related to the main variables of the tests, Students should conduct the tests on the sample in the laboratory, Students should complete the whole report of the test conduction, analysis of the result and the interpretation of the test independently.</p> <p>Assessment</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Conduction of the test 1-</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>Writing of the report of the test 1-</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>Conduction of the test 2-</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>Writing of the report of the test 2-</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>Viva on both the tests -</td> <td style="text-align: right;">10 Marks</td> </tr> </table>	Conduction of the test 1-	10 Marks	Writing of the report of the test 1-	10 Marks	Conduction of the test 2-	10 Marks	Writing of the report of the test 2-	10 Marks	Viva on both the tests -	10 Marks	24
Conduction of the test 1-	10 Marks											
Writing of the report of the test 1-	10 Marks											
Conduction of the test 2-	10 Marks											
Writing of the report of the test 2-	10 Marks											
Viva on both the tests -	10 Marks											

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Cognitive Psychology Special Paper 1 (PSY3601)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Recognize the underlying rules of psycholinguistics in the creation, comprehension, and perception of language and speech.	
CO2	Distinguish between various theoretical approaches and paradigms for a holistic and nuanced understanding of each cognitive process.	
CO3	Apply their learning of sensation, perception, and memory in information processing as contextualized to different cultures.	
CO4	Identify suitable scientific methodologies for the investigation of various cognitive processes (e.g. memory, perception, attention etc.).	
CO5	Evaluate the role of cognitive processes in determining the quality of daily decision making (such as eyewitness testimony, detection of stimuli, etc.).	
CO6	Design different effective techniques to enhance the language comprehension.	

Unit No.	Title of Unit and Contents	No of Lectures
I	INTRODUCTION TO COGNITIVE PSYCHOLOGY Cognitive Psychology: Nature and Domains, Methods of Cognitive Neuroscience, Historical Antecedents, Paradigms of Cognitive Psychology, Application: NLP	12
II	ATTENTION AND PERCEPTION Selective Attention: Filter Theories Signal Detection Theory: Characteristics of receiver and decision making, Perception: Bottom Up and Top Down Theories, Cultural Influence on Perception, Application: Extra Sensory Perception	12
III	MEMORY Sensory Memory - Nature and Types, Short Term Memory: Codes and Capacity, Working Memory Long Term Memory - Types, Autobiographical Memories, Eyewitness Testimony and Memory Distortions Application: Neuroplasticity	12
IV	LANGUAGE Perspective of Language: Modular, Whorfian Hypothesis Speech Perception: Theories, Factors Affecting, Universal Grammar, Factors Affecting Comprehension, Application: Bilingualism	12

References:

1. Kaplan, S. & Kaplan, R. (1982). *Cognition and Environment*. N. Y.: Praeger Publishers.
2. Kellogg, R. T. (2007). *Fundamentals of Cognitive Psychology*. N. D.: Sage Publications.
3. Matlin, M. (1994). *Cognition*. Bangalore: Harcourt Brace Pub.
4. Messer, D. & Miller, S. (1999). *Exploring Developmental Psychology*. London: Arnold.
5. Reed S. K. (1998). *Cognition: Theory and Application* (3rd ed.). California: Brooks / Cole Pub. Company.
6. Reed, S. K. (1988). *Cognition: Theory and Applications* (3rd ed.). California: Brooks Cole Pub. Co.
7. Solso, R. L. (2004). *Cognitive Psychology* (6th ed.). Delhi: Pearson Education.
8. Sternberg, R. J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Psychology Practical: Experiments and Statistical Methods Special Paper 1(PSY3602)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Recognise the role of the scientific method in measuring in formalizing critical thinking as a driving principle of empirical research.	
CO2	Distinguish Spearman's rank correlation form Pearson's product moment correlation.	
CO3	Calculate Spearman's rank correlation, Pearson's product moment correlation, t-test and ANOVA	
CO4	Identify experimentally the absolute threshold of sensation using tactile stimulation.	
CO5	Evaluate different research designs used in conducting practical in the laboratory	
CO6	Conduct experiments to demonstrate the various cognitive process.	

Units	Title of Unit and Contents
I	PSYCHOPHYSICS (Any Two) Method of Limits - RL or DL, Method of Constant Stimuli - RL or DL, Method of Average Error: PSE and CE
II	ATTENTION (Any One) Divided Attention, Span of Attention, Stroop Effect
III	PERCEPTUAL PROCESSES (Any Two)

	Illusion, Size Constancy, Retinal Color Zones, Reaction Time, Depth Perception.
IV	THINKING AND PROBLEM SOLVING (Any One) Effect of Mental Set on Problem Solving, Maze Learning Problems Solving - Pyramid Puzzle / Wiggly Blocks/ Heart-and-Bow Puzzle.
V	LEARNING (Any One) Bilateral Transfer, Effect of Knowledge of Results, Habit Interference, Serial Learning
VI	MEMORY (Any One) Recall and Recognition, Retroactive Inhibition / Proactive Inhibition, Short Term Memory
VII	STATISTICAL METHODS Correlation, t-test, One way ANOVA

References:

1. Anastasi, A. & Urbina, S. (2009). *Psychological Testing*. N. D.: Pearson Education.
2. Chadha N. K. (2009). *Applied Psychometry*, Sage Publication Pvt. Ltd., New Delhi.
3. D'Amato, M. R. (2009). *Experimental Psychology: Methodology, Psychophysics and Learning*.
N. D.: Tata McGraw-Hill.
5. Kaplan R. M. & Saccuzzo D. P. (2005). *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt. Ltd.
6. Mohanthy. *Experiments in Psychology*.
7. Ranjit Kumar (2014). *Research Methodology: A Step by Step Guide for Beginners*. Pearson
8. Rajamanickam, M. (2005). *Experimental Psychology: With Advanced Experiments*, Volume 1.

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3. Each batch will conduct practical twice per week with three lecture periods per session.
4. Total workload per batch will be 6 lecture periods.
5. In addition **1 separate lecture will be held for the statistical methods** per week for the entire class.
6. The concerned teacher should verify the completion of practical journal report and issue a completion certificate signed by the head of the department.

GUIDELINES FOR ASSESSMENT (ANNUAL EXAMINATION)

1. While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
2. The examiners should set paper on the spot.
3. Three subsets of question papers should be set per batch. These subsets should be considered as one set for billing purpose.

4. Before conducting the examination the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the practicals are conducted as per the specifications given in the syllabus.
5. While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department.
6. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
7. The structure of the question paper for S-4 will be as follows:

Question Paper / Preference Sheet for Practical:

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- ii. Section I will contain 4 questions based on Experiments
- iii. The student will give 2 preferences for the section
- iv. Out of the 2 preferences given by the student, the final choice of the question to be attempted will be of the external examiner.
- v. The duration for practical examination will be of **three clock** hours per batch.

TOTAL MARKS: 50 Marks

- Statistical Methods: 10 Marks
- Instructions and Conducting: 5 Marks
- Practical Report: 10 Marks
- Journal: 15 Marks
- Practical Viva: 10 Marks

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Health Psychology General Paper(PSY3603)	Number of Credits : 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe current research on the role of psychological factors in the functioning of the immune system.	
CO2	Categorize different sources of stress and its management.	
CO3	Examine critically the concept of Health and various perspectives towards Illness.	
CO4	Identify the causes of various psychological illnesses.	
CO5	Evaluate different illnesses in relation to its effects on Physical and Mental Health.	
CO6	Create healthy diet plan for enhancing Health.	

Unit	Title of Unit and Contents	No of Lectures
I	Overview of Health Psychology Definition of health and need for Health Psychology, Mind body relationship - Biopsychosocial Model, Health across life span - childhood, adulthood and old age , Culture and Health, Importance of Patient – Provider Communication	12
II	Stress and Coping Stress and a stressor? Appraisal of stressors, Theories of Stress – Fight or Flight, Selye’s GAS, Tend and Befriend, Stress and Illness, Coping Interventions, Stress Management Program	12
III	Illness Hypertension and Coronary Heart Disease, Diabetes, Psychoneuroimmunology and Cancer, Stroke and Arthritis, Pain and its Management	12
IV	Health Compromising and Enhancing Behaviours Health behaviours and Health Habits: Practicing and changing and barriers, Characteristics of Health Compromising Behaviours Smoking and Alcoholism, Obesity, Risky Sexual Behaviours, Health Promoting Behaviours: Exercise, Diet and Sleep, Cognitive Behavioural Approach and Transtheoretical Model of Health Behaviour Change	12

References:

1. Taylor, S. (2006). *Health Psychology (6th ed)*. New Delhi: Tata McGraw Hill.

2. Marks, D. F., Murray, M., Evans, B., Willing, C., Woodall, C., Sykes, C. M. (2005). *Health Psychology Theory, Research & Practice*. New Delhi: Sage.

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Experimental Application Skill Enhancement I(PSY3604)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Recognize psychological experiments.	
CO2	Conduct experiment on the sample independently.	
CO3	Analyse the experiment result.	
CO4	Discuss the experiment result.	
CO5	Recognize psychological experiments.	
CO6	Conduct experiment on the sample independently.	

Unit	Title of Unit and Contents										
I	<p style="text-align: center;">Experiment Conduction Process</p> <p>Students should choose 2 experiments out of the syllabus, Students should write the introductions related to the main variables of the Experiment, Students should conduct the experiments on the sample in the laboratory, Students should take the introspectory report independently, Students should complete the whole report of the experiment, analysis of the result and the discussion independently.</p> <p>Assessment</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Conduction of the Experiment 1-</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>2. Writing of the report of the Experiment 1-</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>3. Conduction of the Experiment 2-</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>4. Writing of the report of the Experiment 2-</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>5. Viva on both the experiments -</td> <td style="text-align: right;">10 Marks</td> </tr> </table>	1. Conduction of the Experiment 1-	10 Marks	2. Writing of the report of the Experiment 1-	10 Marks	3. Conduction of the Experiment 2-	10 Marks	4. Writing of the report of the Experiment 2-	10 Marks	5. Viva on both the experiments -	10 Marks
1. Conduction of the Experiment 1-	10 Marks										
2. Writing of the report of the Experiment 1-	10 Marks										
3. Conduction of the Experiment 2-	10 Marks										
4. Writing of the report of the Experiment 2-	10 Marks										
5. Viva on both the experiments -	10 Marks										

1. Kaplan R. M. & Saccuzzo D. P. (2005). *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt. Ltd.
2. Mohanthy. *Experiments in Psychology*.
3. Ranjit Kumar (2014). *Research Methodology: A Step by Step Guide for Beginners*. Pearson
4. Rajamanickam, M. (2005). *Experimental Psychology: With Advanced Experiments*, Volume 1.



**Deccan Education Society's
FERGUSSON COLLEGE (AUTONOMOUS),
PUNE**

**Syllabus
for**

T. Y. B. A. (Sociology)
[Pattern 2019]
(B.A. Semester-V and Semester-VI)

From Academic Year
2021-22

Fergusson College (Autonomous), Pune
Structure of T.Y.B.A. – Faculty of Arts and Humanities
Under CBCS pattern (2019-20) effective from June 2021
Equivalence Syllabus for Department of Sociology

TY BA	New CBCS Pattern	Old / Existing Pattern
Sem V	DSE 1C (4 credits) SOC3501: Title: Approaches to Sociological Research	Special Paper 1 Title: Approaches to Sociological Research
	DSE 2C (4 credits) SOC3502: Title: Indian Society - Issues and Problems	Special Paper 2 Title: Indian Society - Issues and Problems
	SEC 1C (3 credits) SOC3503: Crime and Society	General Paper 3 Title: Crime and Society
	SEC 2C (2 credits) (Value / Skill Based) SOC 3504: Title: Fundamentals of Qualitative Research – Observation and Interview Techniques	----

Note: SEC 1C is CC‘1 or 2’ (General paper for other department students)

TY BA	New CBCS Pattern	Old Existing Pattern
Sem VI	DSE 1D (4 credits) SOC3601: Title: : Methods in Social Research	Special Paper 1 Title: Methods in Social Research
	DSE 2D (4 credits) SOC3602: Title: Indian Society: Developmental Issues and Problems	Special Paper 2 Title: Indian Society: Developmental Issues and Problems
	SEC 1D (3 credits) SOC3603: Title: Crime, Law and Society	General Paper 3 Title: Crime, Law and Society
	SEC 2D (2 credits) (Value/Skill Based/ Field Work of SEC-1B) SOC 3604: Title: Academic Writing	----

Note: SEC 1D is CC-‘1 or 2’ (General paper for other department students)

T. Y. B.A. Semester V		
Title of the Course and Course Code	Approaches to Sociological Research - SOC3501	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Acquire basic research skills	
CO2	Understand different procedures in conducting social research.	
CO3	Make distinction between different types of research and understand issues in research.	
CO4	Apply different approaches to research.	
CO5	Visit the libraries, lectures, research institutions for research work	
CO6	Develop skills for on-field research	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Introduction to Social Research Meaning, purpose and significance in social research, Concepts: facts, values, theory, facts, values	8
II	Approaches in Social Research Positivist, Critical: Frankfurt school, Interpretative, Feminist	12
III	Quantitative and Qualitative Research Survey, Content Analysis, Case Study, Ethnography, Participatory action research.	12
IV	Field Visit NGO	4

References:

1. Ahuja Ram. 2007. Research Methods. Rawat Publication, Jaipur.
2. Babbie, Earl. 2004. The Practice of Social Research. (10th edition), Wadsworth - Thomson, C. A., USA.
3. Bhandarkar, P. L. and Wilkinson. 2007. Methodology and Techniques of Social Research, Himalaya Publishing House, N. Delhi.
4. Bryman, Alan. 2008. Social Research Methods. Oxford University Press.
5. Goode and Hatt. 2006. Methods in Social Research. Surjeet Publication, N. Delhi.
6. Haralambos and Holborn. 2007. Sociology: Themes and Perspectives. Collins, London.
7. Newman, Lawrence. 2011. Social Research Methods: Qualitative and Quantitative Approaches. Pearson Education.
8. Seale, Clive. (ed.) 2004. Social Research Methods. Routledge - India Publication.
9. Sarandakos, S. 1998. Social Research. McMillan Press, UK.

T. Y. B.A. Semester V		
Title of the Course and Course Code	Indian Society - Issues and Problems - SOC3502	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand contemporary social issues and problems of India	
CO2	Discuss the causes of social issues and problems	
CO3	Analyse social problems through sociological approaches	
CO4	Evaluate the social, economic and political aspects of social issues and problems	
CO5	Create research problem based on social issues	
CO6	Understand contemporary social issues and problems of India	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Social Problems Meaning, characteristics, causes and illustrations, Approaches to social problems - structural functional, conflict and interactionist perspectives	12
II	Structural Issues and Problems Problems of caste inequality and discrimination - changing nature, (casteism), causes and examples, Poverty: meaning, nature, conceptual issues in defining poverty and causes.	12
III	Gender Inequality Aspects of gender inequality: economic, cultural, political, familiar, Violence against women - public & private	12
IV	Problems and Issues related to Ethnic and Religious Dissonance Problems of religious minorities: nature and causes, Issues of Christians and Muslims: Rise of religious fundamentalism and intolerance nature and causes.	12

References:

1. Ahuja Ram, 1993. Indian Social System. Rawat Publications, Jaipur.
2. Ahuja Ram, 2000. Social Problems in India. pp. 1-26, 27-69, 70-90, 193-217, 119-127, 308-341. Rawat Publications, Jaipur.
3. Deb, Sibnath, 2005. Contemporary Social Problems in India. Anmol Publications, New Delhi.
4. Tripathi R. N., 2011. Indian Social Problems. Pinnacle Technology, D. P. S. Publication House, New Delhi.
5. Prasad B. K., 2004. Social Problems in India. Vol. No. I and II, Anmol Publications Private Ltd., New Delhi.
6. Selwyn Stanley, 2004. Social Problems in India. Allied Publishers, New Delhi.
7. Jogan Shankar, 1992. Social Problems and Welfare in India. US South Asia Books.
8. Madan G. R., 2009. Indian Social Problems. Vol. No. I and II. Allied Publishers, New Delhi.

9. Pandey Rajendra, 1994. Social Problems in Contemporary India. Ashish Publishing House, New Delhi.
10. Purushottam G. S., 2003. Social Problems in India. Himalaya Publishing House, Mumbai.
11. Gadgil Madhav and Guha Ramchandra, 1996. Ecology and Equity. Oxford University Press, New Delhi.
12. Giddens Anthony (ed.), 2001. Sociology: Introductory Readings. Polity Press.

T. Y. B.A. Semester V		
Title of the Course and Course Code	Crime and Society - SOC3503	Number of Credits : 03
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand relation between crime and deviance	
CO2	Discuss characteristics and causes of crime and society	
CO3	Describe crime from various sociological perspectives	
CO4	Analyse and compare perspectives of crime	
CO5	Connect perspectives on crime to theories of punishment	
CO6	Write analytical report on crime and depiction in media	

Unit. No	Title of Unit and Contents	No. of Lecturers
I	Introduction to Sociology of crime Crime: nature and definition Characteristics of crime in modern society, Causes of crime (social, economic, political, cultural, biological, atmospheric, geographical and other)	8
II	Perspectives of Crime A functionalist Perspective: Emile Durkheim (Crime as inevitable), Talcott Parsons (AGIL model), Robert Merton (Social structure & anomie), Max Weber (Restitutive & Repressive law) Interactionist Perspective: Howard Becker (Labelling theory) Marxist, perspective: William Chambliss (Capitalism and Crime), Maureen Snider (corporate crime), David Gordon (selective law enforcement) Neo-Marxist Perspective: Ian Taylor, Paul Walten, Jock Young (The New Criminology)	12
III	Theories of Punishment Deterrent theory, Preventive theory, Reformatory theory	8
IV	Prevention of Crime Measured and Changing Perspectives Punishment, prison and alternative imprisonment (open prison, probation, parole) Rehabilitation of prisoners, Human rights perspective, Crime and the role of media	8

References:

1. Ahuja Ram. Criminology in India. Rawat Publications, Jaipur.
2. Ahuja Ram. Social Problems in India. Rawat Publications, Delhi and Jaipur.
3. Bhosale, Smriti. 2009. Female Crime in India. Kalpaz Publications, New Delhi.
4. Gill, S. S. 1998. The Pathology of Corruption. Harper Collins Publishers, New Delhi.
5. Haralambos and Holborn. 2007. Sociology: Themes and Perspectives. Collins, London.
6. Sutherland, Edwin and Donald R. Creassy. 1968. Principles of Criminology. Times of India Press, Bombay.
7. Giddens, Anthony. 2009. Sociology: 6th edition. Wiley INDIA edition.

T. Y. B.A. Semester V		
Title of the Course and Course Code	Fundamentals of Qualitative Research – Observation and Interview Techniques – Skill Enhancement I (SOC3504)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the philosophy of qualitative research	
CO2	Collect data through participant and non-participant observation	
CO3	Collate field notes and research diary	
CO4	Conduct structured and unstructured interviews	
CO5	Transcribe the interviews	
CO6	Thematic identification from collected data	

Unit. No	Title Unit and Contents
I	The Philosophy of Qualitative Research – Ontology and Epistemology of Qualitative research, utility of qualitative research
II	Interview Technique – Different forms of interview, how to plan for an interview, how to generate questions for a structured interview, ethics
III	Observation – Forms of observation, planning for observation, ethics, note taking, research diary
IV	Demystifying the data – Transcribing the interviews, collating field notes, identifying themes

References:

1. Fundamentals of Qualitative Research – Johny Saldana, Oxford Publication
2. Learning from Strangers – Robert Weiss, The Free Press
3. Qualitative Enquiry and Research Design – John. W. Chreswell, Sage Publications

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Methods in Social Research- SOC3601	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Understand the process of conducting research	
CO2	Know the basic statistical methods	
CO3	Make out the difference between research problem, research design, review of literature.	
CO4	Conduct data through interviews, observation and survey	
CO5	Use computer for basic research operations	
CO6	Conduct a Mini Research	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Steps in Social Research Selection and formulation of Research Problem, Review of Literature, Formulation of Hypothesis, preparing, Research, Design, conducting pilot study	12
II	Process of Data Collection Primary and Secondary sources of data collection, Sampling technique, Data Collection, data representation, data analysis and interpretation, Report Writing	8
III	Techniques of Data Collection Observation: method, types, advantages and disadvantages, Interview: method, types, advantages and disadvantages, Questionnaire: method, types, advantages and disadvantages	12
IV	Use of Statistical Methods and Computer in Social Research Measures of Central Tendency (Mean, Median, Mode) and Dispersion, Use of Computer in Social Research (Excel, SPSS)	12
V	Mini Research (Survey and Data Analysis)	4

References:

1. Ahuja, Ram. 2007. Research Methods. Rawat Publication, Jaipur.
2. Babbie, Earl. 2004. The Practice of Social Research. (10th edition), Wadsworth Thomson, C. A., USA.
3. Bhandarkar, P. L. and Wilkinson. 2007. Methodology and Techniques of Social Research, Himalaya Publishing House, N. Delhi.
4. Bryman, Alan. 2008. Social Research Methods. Oxford University Press.
5. Goode and Hatt. 2006. Methods in Social Research. Surjeet Publication, N. Delhi.
6. Haralambos and Holborn. 2007. Sociology: Themes and Perspectives. Collins, London.
7. Newman, Lawrence. 2011. Social Research Methods: Qualitative and Quantitative Approaches. Pearson Education.
8. Seale, Clive. (ed.) 2004. Social Research Methods. Routledge - India Publication.
- Sarandakos, S. 1998. Social Research. McMillan Press, UK.

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Indian Society: Developmental Issues and Problems SOC3602	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand issues related to poverty and inequality	
CO2	Know the relation between environmental degradation and social issues	
CO3	Discuss the aspects of social exclusion	
CO4	Analyse the causes of crimes associated with caste and environment	
CO5	Evaluate the developmental trajectory in light of social issues	
CO6	Write a report on social issues	

Unit No.	Title of Unit and Contents	No. of Lecturers
I	Developmental Issues and Problems Problems of development - growing inequalities [poverty disparity, regional intergroup (SCs & STs)]: types, causes and consequences, Environmental degradation and displacement of indigenous people, rehabilitation problems, loss of property	12
II	Regional Imbalances and Other Imbalances Regional Imbalance: Meaning and nature, causes and consequences, Other Imbalance: Intra-State, Urban-Rural, Intergroup	12
III	Crime Issues and Problems Caste and Community related Crime: Meaning, nature and causes, Crime related to Environment: Meaning, nature and causes	12
IV	Social Exclusion Problems and Issues of Youth: Unemployment, sexuality, drug abuse and suicide, Problems of Senior Citizen: Socially excluded groups: LGBT, SCs, STs and Disabled	12

References:

1. Ahuja Ram, 1993. Indian Social System. Rawat Publications, Jaipur.
2. Ahuja Ram, 2000. Social Problems in India. Rawat Publications, Jaipur.
3. Deb, Sibnath, 2005. Contemporary Social Problems in India. Anmol Publications, New Delhi.
4. Tripathi, R. N., 2011. Indian Social Problems. Pinnacle Technology, New Delhi.
5. Prasad, B. K., 2004. Social Problems in India, Volume I and II, Anmol Publications Pvt. Ltd., New Delhi.
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9. Pandey Rajendra, 1994. Social Problems in Contemporary India. Ashish Publishing House, New Delhi.
10. Purushottam, G. S., 2003. Social Problems in India. Himalaya Publishing House, Mumbai.

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Crime, Law and Society - SOC3603	Number of Credits :3
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the changing profile of crime	
CO2	Know the major forms of crime in India	
CO3	Compare and contrast different types of crime	
CO4	Analyse the causes of crimes and their impact	
CO5	Evaluate the recent trends through theoretical perspectives	
CO6	Write a report	

Unit No.	Title of Unit and Contents	No. of Lecturers
I	Changing profile of crime Organized crime: Meaning and features, Terrorism: Concept, features and causes, Custodial crime: Meaning and features	8
II	Major forms of crime in India Crime against SCs, STs and DTNTs: Meaning and cause, Crimes against women: Meaning, forms and causes (sex selective abortion, domestic violence, dowry deaths, sexual abuse, sexual harassment at workplace, rape, violence and trafficking etc.), Juvenile delinquency and crime against children: Meaning and causes.	12
III	New forms of crimes Corporate crime Human Rights violation: Communal cases , Cyber crime	8
IV	Recent trends in crime Meanings and features GBV and suicide, honor killings, Habermass: space and communication, Althusser: Ideological State Apparatus, Suicide as a crime a. Student's suicide b. Farmer's suicide c. Women's suicide	8

References:

1. Ahuja, Ram. Criminology in India. Rawat Publications, Jaipur.
2. Ahuja, Ram. Social Problems in India. Rawat Publications, Delhi and Jaipur.
3. Bhosale, Smriti. 2009. Female Crime in India. Kalpaz Publications, New Delhi.
4. Gill, S. S. 1998. The Pathology of Corruption. Harper Collins Publishers, New Delhi.
5. Haralambos and Holborn. 2007. Sociology: Themes and Perspectives. Collins, London.
6. Sutherland, Edwin and Donald R. Cressey. 1968. Principles of Criminology. Times of India Press, Bombay.
7. Giddens, Anthony. 2009. Sociology: 6th edition. Wiley INDIA edition.

T. Y. B.A. Semester VI		
Title of the Course and Course Code	Academic Writing: Skill Enhancement I (SOC3604)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand basic principles of academic writing	
CO2	Identify various forms of academic writing	
CO3	Structure ideas cohesively	
CO4	Reader friendly writing	
CO5	Avoid plagiarism	
CO6	Cite correctly from diverse resources	

Unit. No.	Title of Unit and Contents
I	Academic Writing Different forms – Research Paper, Review Paper, Article, Book Chapter, Book, Thesis, Connecting with audience – academicians, specialists, government, common people
II	Organizing writing summary, paraphrasing, quotation, analysis, comment. Chronological and Thematic organization of literature
III	Ethical Writing Plagiarism and how to avoid it, Different formats of citation
IV	Language Follow the rules of punctuation and grammar. Simple sentence construction. Clear articulation of ideas and findings.

References:

1. They Say, I Say – The Moves that Matter in Academic Writing - Gerald Graff – W.W. Norton Publication, New York
2. Writing for Social Scientists – Howard S. Becker, University of Chicago Press
3. Clear Writing – A step by Step Guide – Diana Bonet