

**PROFESSIONAL
ETHICS AND
HUMAN
VALUES**

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ नांदेड

अभ्यासक्रम - मराठी (ऐच्छिक)

शैक्षणिक वर्ष - २०२०-२०२१पासून

सत्र - चौथे

संकेतांक- MAR- VIII

अभ्यासपत्रिका - आठवी

वैचारिक साहित्य

उद्दिष्टे

१. वाङ्मयीन व भाषिक आकलन क्षमता वाढविणे .
२. कालानुक्रमे अभ्यास घटकांद्वारे अध्ययन सुलभता निर्माण करणे.
३. आधुनिक कालखंडातील विचारधारा समजून देणे.
- ४ . अभ्यासाच्या व लेखनाच्या अभिरुची विकसित करणे.
५. वैचारिक वाङ्मयाचा परिचय घडविणे.

उपयोगिता

१. विचारधारांची ओळख.
२. मानवी मूल्यांचं आकलन.
३. भाषिक आणि वाङ्मयीन सौन्दर्य दृष्टीचे विकसन.
४. विविध तत्त्वज्ञानाचा परिचय.
५. सामाजिक प्रश्नांची ओळख.

अभ्यास घटक अभ्यास घटक : एकूण तासिका ५५

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेडच्या मराठी अभ्यास मंडळाकडून ' विचारवेध ' (संपादक : डॉ. केशव सखाराम देशमुख, डॉ. बाबुराव भिवाजी खंदारे, डॉ. पी. विठ्ठल) हे संपादित पुस्तक अभ्यासक्रमासाठी नेमलेले आहे.

१. लोकहितवादी
२. महात्मा जोतीराव फुले
३. ताराबाई शिंदे
४. महाराजा सयाजीराव गायकवाड
५. प्रबोधनकार ठाकरे
६. गोविंद पानसरे
७. शरद पाटील
८. यशवंत मनोहर

प्रश्नपत्रिकेचे प्रारूप – ३ श्रेयांक , ७५ गुण

अंतर्गत मूल्यांकन CA – २५ गुण

घटक चाचणी – १ - १० गुण

गृहपाठ - १ – १० गुण

चर्चासत्र – १ - ०५ गुणांसाठी

सत्रांत मूल्यमापन ESE – ५० गुण

प्रश्न पहिला अनिवार्य असेल. त्यात 'अ' आणि 'ब' असे दोन विभाग असतील. 'अ'मध्ये टिपा असतील. तीन पैकी एक टीप सोडवावी. विभाग 'ब' मध्ये एम सी क्यू विचारले जातील त्यांचे स्वरूप वस्तुनिष्ठ प्रश्न या प्रकारचे असेल.

प्रश्न क्रमांक दोन ते पाच यांना अंतर्गत पर्याय असतील. या प्रश्नांचे स्वरूप दीर्घोत्तरी प्रश्न अशा प्रकारचे असेल.

सर्व प्रश्नांना समान दहा गुण आहेत.

अभ्यासपत्रिकेतील सर्व घटकांवर प्रश्न विचारण्यात येतील.

कथा साहित्य

उद्देश्य :

- १) हिंदी साहित्य की कहानी और उपन्यास विधा से छात्रों को परिचित कराना।
- २) कथा साहित्य की लेखन शैली से परिचित कराना।
- ३) कथा साहित्य के माध्यम से छात्रों की चिंतन तथा लेखन कौशल की क्षमता को विकसित करना।
- ४) विविध पात्रों की मानसिकता एवं क्रिया कलापों से छात्रों में सही और गलत को परखने की क्षमता विकसित करना।
- ५) कथा साहित्य के माध्यम से छात्रों को विविध समस्याओं से अवगत कर उन समस्याओं के समाधान के लिए उन्हें प्रेरित करना।

महत्व :

मनुष्य के जीवन में कथाओं की परंपरा का महत्वपूर्ण स्थान रहा है। आज हिंदी कथा साहित्य में कहानी और उपन्यास विधा मनुष्य की बौद्धिक तथा मानसिक क्षमता को परिष्कृत कर उन्हें समाज एवं राष्ट्रहित की ओर प्रेरित करने में महत्वपूर्ण भूमिका निभा रही है। युवा शक्ति को राष्ट्र विकास के लिए महत्वपूर्ण माना जाता है। अतः कहानी और उपन्यास के अध्ययन से एक ओर छात्रों को रचनाकारों की लेखन शैली का ज्ञान होता है तो दूसरी ओर कथा साहित्य में वर्णित विविध समस्याओं की जानकारी मिलती है और उन समस्याओं के समाधान के लिए एक निश्चित दिशा मिलती है। कथा साहित्य छात्रों को नैतिक मूल्यों की रक्षा कर उन्हें प्रचारित करने के लिए प्रेरित करता है। इतना ही नहीं तो उनमें उचित अनुचित को परखने की क्षमता निर्माण करता है।

Syllabus For
Skill Enhancement Course (SEC) - Second Year
Skills for Employability-I
Semester III

Credits: 02(Marks: 50)

Periods: 45

(ESE – 25 Marks and CA- 25 Marks)

Objectives of the Course:

- To provide sound knowledge and training of Employability Skills to learners
- To expose learners to a variety of self-instructional, learner-friendly modes of communication for improving their employability
- To expose learners to a variety of sub-skills in order to hone their skills as required in the present job market
- To develop a work culture among learners for upcoming job opportunities

Utility of the Course:

- Developing a course that meets requirements of the 21st century learners
- Building Vocabulary comprising Spelling and Pronunciation in English
- Developing dialogues for Conversation Skills
- Developing activities for written communication
- Developing strategies for professional skills and Soft Skills.

Prerequisites for the Course:

1. LCD Projector and Screen
2. Computer System with a DVD ROM and Printer
3. Public Addressing System with a cordless microphone
4. Power Point Presentations on all the modules
5. Handouts, course material and activity sheets
6. List of learners for evaluation of their performance.

UNIT: I – Preparing for Employment [Marks 25]

Periods: 25

1. Self-discovery - know yourself
2. Career planning
3. English – the language for global communication
4. Adapting to the work culture
 - a) Govt./Private/Corporate culture
 - b) Opportunities in Govt./Private/Corporate sectors
 - c) Manners and Etiquettes to be adopted in Govt./Private/Corporate sectors
5. Vocabulary building
6. Career readiness

UNIT II-- Continuous Assessment (CA) [Marks: 25]

Periods 20

Note: Continuous Assessment may be done on the basis of following criteria

- 1) Interview, Seminar and Topic Presentation during the semester for 05 Marks each.[15 Marks]
- 2) One (1) Assignment during each semester for 10 Marks.

(Continuous assessment can be carried on the basis of textual assignment given in the text book prescribed for the syllabus)- **Skills for Employability.**

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

With Effect From 2021-22

B.A. Third Year

ECONOMICS

SEMESTER – VI

SKILL ENHANCEMENT COURSE

ENTREPRENEURSHIP DEVELOPMENT- SEC-IV

Credits: 02

Periods: 45

Marks: 50

Marks: 50 =(CA) 25 + (ESE) 25	
Entrepreneurship Development	
	<p>Course outline:</p> <p>The course is designed to provide the knowledge, skills and attitudes in entrepreneurship development that will meet the needs of a developing economy. On completion of this syllabus the students will gain knowledge and comprehension for the development and application of ideas for entrepreneurship.</p> <p>Course Objectives:</p> <p>The Specific objective of the course is:</p> <ul style="list-style-type: none">✓ Acquiring entrepreneurship spirit and resourcefulness.✓ Familiarization with various uses of human resource for earning dignified means of living.✓ Understanding the concept and process of entrepreneurship- its contribution and role in the growth and development of individuals and the nation.✓ Acquiring entrepreneurial quality, competency and motivation.✓ Learning the process and skills of creation and management of entrepreneurial venture. <p>Course Utility :</p> <p>On completion of the course, the student shall be able to :</p> <ul style="list-style-type: none">✓ Understand the concept of entrepreneurship and its functions. The student will also be able to describe the process of entrepreneurship.✓ Explain the competencies of an entrepreneur.✓ Understand the meaning and ways of generating ideas and able to prepare a business plan.✓ Understand the reasons for success and failure of a business plan.✓ Identify the various support structure available for promoting entrepreneurship

	Course Content :	Periods
Unit: I	Entrepreneurship: Introduction : <ul style="list-style-type: none"> • Entrepreneurship- Concept, Process • Types of Entrepreneurs, Competencies and Characteristics; Values, Attitudes and Motivation of an entrepreneur. • Risk, Innovations and Entrepreneurial Ventures, The role of technology/ social media and Entrepreneurial Ventures 	10
Unit: II	Entrepreneurship Journey : <ul style="list-style-type: none"> • Generation of Ideas. • Market Survey: Concept, Importance and Process • Business Plan Preparation • Resource Mobilization • Execution of Business Plan • Marketing • Income Statement, Cash flow Projections • Role of Family and Government in the growth of an entrepreneur. • Challenges faced by women in Entrepreneurship. 	10
Unit: III	Case Studies of selected Indian Entrepreneurs : <ul style="list-style-type: none"> • G.D. Birla • DhirubhaiAmbani • N.R. Narayana Murthy • PrakashRathi – Paper Mill, Nanded • Ram Bhogale- Nirlep, Aurangabad 	10
	Skill Development Activities(Any Five of the following) <ol style="list-style-type: none"> 1. Prepare a chart showing the process of setting up a business. 2. Prepare a business model/plan in the interested business. 3. Conduct a structured interview with successful entrepreneur in your area/town. 4. Visit to the District Industry Centre (DIC) and submit the report. 5. Learn to earn in the college annual gathering function or any other day(only one day) and submit report. 6. Prepare a report on the fixed cost, variable cost and breakeven point in the interested business venture. 7. Visit to a business venture and prepare an income statement and cash flow projection of the business. 8. Work for a day with the entrepreneur and prepare report the learning. 9. Take and submit a structured interview of your parents to know their views if you start a venture. 10. Write a report on the successful entrepreneur from your area. 11. Report on the use social media for your business development. 	15

Books Recommended :

1. Business Maharajas, Gita Piramal, Penguin India, 2011
2. Business Legends, Gita Piramal, Penguin India, 2010
3. Entrepreneurship and Small Business Management, C.B. Gupta and S.S. Khanka, Sultan Chand Publications, 2012
4. Entrepreneurship Development, Taneja and Gupta, GalgotiaPublishing company, 2nd ed. 2012
5. India Inc. How India's Top Ten Entrepreneurs are Winning Globally, VikasPota, Nicholas Brealey publishing,2010
6. I Too Had A Dream, VergheseKurien, Lotus, 2005
7. How Entrepreneurs use Social Networks in their Business
byArmanUdDowlahttps://stud.epsilon.slu.se/3300/1/Dowla_a_111003.pdfprof

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED
POLITICAL SCIENCE
Effective from June 2021
B. A. THIRD YEAR
(CBCS Pattern)
Semester - VI
SEC – IV - INDIAN DEMOCRACY & GOOD GOVERNANCE

Credit : 02

Periods : 45

Marks : 50

Course Rationale :

This Paper Provide the Conceptual Framework of the Democracy and Good Governance. It delves deep into meaning, origin, forms of Democracy and Good Governance in General.

Utility of the Course :

This Course will helpful and encourage students to Acknowledge Democratic Process in India.

Learning Objectives :

An intention of this paper is to understand origin, development and challenges before Good Governance in India.

Course Content

1. Democracy

- 1.1 Meaning & Definition
- 1.2 Characteristics of Democracy
- 1.3 Types of Democracy
- 1.4 Merits and Demerits
- 1.5 Obstacles in the way of Democracy

2. Good Governance

- 2.1 Meaning and Definitions
- 2.2 Silent Features of Good Governance
- 2.3 Elements of Good Governance
- 2.4 Obstacles in the way of Good Governance

3. Development of Good Governance in India

- 3.1 Ancient Period (Kautilya)
- 3.2 Medieval Period (Mughal Period)
- 3.3 Modern Period –
Pre-Independence and Post-Independence Period

4. Democracy and Good Governance

- 4.1 The Needs of Good Governance in Democracy
- 4.2 The Role of Political Parties and Free Press and Citizens
- 4.3 Challenges before Democracy and Good Governance

Readings (English, Hindi & Marathi):

- 1. Farouk Lawan, Democracy and Good Governance, University of Nigeria.
- 2. Subhash Kashyap, Democracy and Good Governance, Vista Pub. Pvt. Ltd.
- 3. CandraBhan Singh, Democracy, Good Governance and Human Rights, Neha Publishers and Distributors.
- 4. Sing R., Local Democracy and Good Governance: Five Decades of Panchayati Raj, Deep and Deep Pub. Pvt. Ltd.
- 5. Dan Mou., National Security, Democracy and Good Governance in Post Military Rule.
- 6. Rumki Basu, Democracy and Good Governance Reinventing the Public Service Delivery System in India, Jain Book Agency.
- 7. W.R. Mujawar, Democracy Good Governance and Human Rights, Neha Publishers & Distributors.\
- 8. Osir Otteng, The Role of Media in Fostering Democracy and Good Governance, LAMERT Academic Publishing.
- 9. Strengthening Democracy and Good Governance in India, National Publication, Delhi.
- 10. U.K. Singh, Social Democracy and Good Governance, JNANADA Prakashan, Delhi.
- 11. E. Sreedharan, Bharat Wakhlu (Edited), Restoring Values, Keys to Integrity, Ethical Behavior and Good Governance, Imusti Publications.
- 12. Reddy G., Good Governance and Politics: An Indian Perspective, Gaurav Books Center.
- 13. Arif Rahman, Good Governance, Democracy and Economic Development, LAMBERT Academic Policing.
- 14. Rita Abrahamsen, Disciplining Democracy: Development Discourse and good Governance in Africa, Zed Books Ltd.
- 15. Ranjan Modi, Democracy and Good Governance Mangal Deep Publications.

16. Brentan Home, National Security, State Centricity and Good Governance in East Asia.
17. SurendraMunsi, Good Governance, Democratic Societies and Globalization, Imusti Publications.
18. Dr. R.K. Dubey, E-Governance, R.K. Publications.
19. Amrutkar Prashant and Shirsath Sham, Good Governace, Chinmay Publication, Aurangabad, 2007
20. कुलकर्णीसुधाकर - राजकीय सिध्दांत, अरूणा प्रकाशन, लातूर, २०१०
21. येरणकरश्रीराम - राजकीय सिध्दांत, श्री.साईनाथ प्रकाशन, नागपूर, २००५
22. चोपडे किसन - राजकीय सिध्दांताचीतत्त्वे, विद्या बुक्स पब्लिशर्स, औरंगाबाद, २००२
23. भोळे भा.ल. - राजकीय सिध्दांत, पिंपळापुरेअॅण्ड कं.पब्लिशर्स, नागपूर, २००३
24. बोरालकर कृ. दी., राजकीय सिध्दांत,विद्या बुक्स पब्लिशर्स, औरंगाबाद, १९९४
25. काणे प.सी. - राजकीय सिध्दांतआधारभूत संकल्पना, पिंपळापुरे अॅण्ड कं.पब्लिशर्स, नागपूर, २००३
26. खेडकर दिंगबर, राजकीय सिध्दांतातील मुलभूत संकल्पना, चिन्मय प्रकाशन, औरंगाबाद, २००९
27. बोरा पारस आणि शिरसाठ श्याम , लोकप्रशासन, ज्ञानसमिक्षा प्रकाशन, औरंगाबाद, २००५.
28. भालेराव जे.के., जगताप बी.जी., प्रगत लोकप्रशासन, अनुराग प्रकाशन, पैठण, २०१०.
29. पाटील यशोदा, लोकप्रशासन, निराली प्रकाशन, पुणे, २००८.
30. फड एस.बी., उच्चतर आधुनिक राजकीय सिध्दात, विद्या बुक्स पब्लिशर्स, औरंगाबाद, २०१४
31. तिजारे रा.अं., घांगरेकर चिं.ग.,राज्यशास्त्राचे सिध्दांत आणि राजकीय विश्लेषण, श्री.मंगेश प्रकाशन, नागपूर, १९९७
32. राठी शुभांगी, राज्यशास्त्राच्या मुलभूत संकल्पना, कैलास पब्लिकेशन्स, औरंगाबाद, २०१३
33. भोगले शांताराम, आधुनिक राजकीय सिध्दांत, विद्या प्रकाशन, नागपूर, १९९६
34. खेडेकर दिंगबर, समकालीन राज्यशास्त्रीय सिध्दांत आणि संकल्पना, चिन्मय प्रकाशन, औरंगाबाद, २०१४
35. कुलकर्णी बी.वाय, नाईकवाडे अशोक, राजकीय सिध्दात, श्री.विद्या प्रकाशन, पुणे २००३
36. दिवाण चंद्रशेखर, राजकीय सिध्दात आणि राजकीय विश्लेषण, विद्या प्रकाशन, नागपूर, १९९८

B.A. First Year
Paper - III
Applied Ethics (Compulsory)

Section - A

Credits: 02

Marks: 50

Semester - II

(1) Applied ethics:

- (a) Nature and scope of applied ethics.
- (b) Distinction between profession and Business.
- (c) Importance of applied ethics.
- (d) Emerging applied ethical values: Sarogate mother, Living in relationship, muti religious families.

(2) Role of morality in education:

- (a) Importance of teaching profession.
- (b) Problems in educational profession.
- (c) Code of conduct for teachers.
- (d) Code of conduct for students.

(3) Role of morality in legal profession:

- (a) Law and morality.
- (b) Importance of morality in legal profession.
- (c) Problems in legal profession.
- (d) Code of conduct for lawyers.

(4) Role of morality in medical profession:

- (a) Moral code for medical profession.
- (b) Abvser in medical profession.
- (c) Euthnasia.
- (d) Abortion and Female foeticide.

Books for reading and references:

English:-

- (1) Ethics for today - Harod Titus.
- (2) Practical ethics - Peter Singer.
- (3) Applied ethics - Peter Singer.
- (4) A companion to applied ethics - Ed by R.G. Frey and Wellmen Blackwell USA 2003 (Relevant Chapters only)
- (5) A companion to the Philosophy and Education - Ed by Randall Current Blackwell Publishing USA 2003 (Relevant Chapters only)
- (6) Encyclopedia of Applied ethics - Ed by Chadwick Ruth Academic Press California 1988 (Relevant Chapters only)
- (7) Arguing in applied ethics - Lamb David.

Marathi:-

- (8) मराठी तत्त्वज्ञान महाकोश - संपादक प्रा.दे.द. वाडेकर, खंड 1, 2 व 3.
- (9) नीतिशास्त्र - प्रा.सुनिल साळुंके.
- (10) वैधक व्यवसाय व नीतिसंहिता-प्रा.वामन पाटील,परामर्श खंड14 अंक 4 फेब्रुवारी 1993 पुणे विद्यापीठ.
- (11) वकीली व्यवसाय:एक तात्त्विक चिकित्सा-प्रा.वामन पाटील,परामर्श खंड 29 अंक 02 ऑगष्ट-ऑक्टोबर 2007 पुणे विद्यापीठ, तत्त्वज्ञान विभाग.
- (12) अनुप्रयुक्त नीतिशास्त्र : एम.पी. चौरसीया.

Swami Ramananand Teerth Marathwada University, Nanded.
Philosophy
B.A. Third Year
Semester V
SKILL ENHANCEMENT COURSE- III
Ethics and application

Credits 2	Periods 30	Marks 50
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Course Objectives:

1. To familiarize the students with basic concepts of applied ethics.
2. To familiarize the students with bad consequences of these problems on society.
3. Try to guide students how to solve these problems.

	Periods	Marks
1) Ethics	06	10
a) Definition and Nature of ethics		
b) Branches of ethics		
2) Genetic Ethics	12	20
a) Cloning and Embryo test		
b) Organ transplantation		
c) Surrogacy		
3) End of human life and Morality	12	20
a) Suicide		
b) Capital Punishment		
c) Death permission, Mercy killing		

Books for Reading and Reference :

- (1) Ethics for today - Harold Titus.
- (2) Practical ethics - Peter Singer.
- (3) Applied ethics - Peter Singer.
- (4) A companion to applied ethics - Ed by R.G. Frey and Wellmen Blackwell.
- (5) A companion to the Philosophy and Education - Ed by Randall Current Blackwell Publishing USA.
- (6) Encyclopedia of Applied ethics - Ed by Chadwick Ruth Academic Press, California.
- (7) Arguing in applied ethics - Lamb David.

८. मराठी तत्त्वज्ञान महाकोश- (संप.) दे. द. वाडेकर, खंड १, २, ३

९. नीतिशास्त्र - सुनील साळुंके

१०. अनुप्रयुक्त नीतिशास्त्र - एम. पी. चौरासिया.

११. उपयोजित नीतिशास्त्र - सुनील साळुंके

१२. उपयोजित नीतिशास्त्र - माधवी कवी

Note: It is obligatory to conduct 30 periods in one semester for Skill Enhancement Course. Per week two periods- Two for theory and one for practical.

Internal Practical (25 Marks):

1. Write an assignment -10 marks
2. Concern teacher should take test of total 5 marks.
3. Concern teacher should take a practical - 10 marks.

External Practical (25 Marks):

External practical should be conducted by University at the end of semester.

B.A. III Year

Semester VI

Human Development

(Human Development and Family Relationships)

DSE - I

Theory

Paper - XVI

No. of Lectures	55
Total Credits	02
E.S.E.	40 Marks
C.A.	10 Marks
Total	50 Marks

Learning Objective:

1. The objective of the course is to help the students to build up cordial relationships at every level in their lives.
2. To build a strong bonding among family members.
3. To make the student aware the dimensions of marriage and the importance of in-laws relationships.

Utility:

The knowledge of this subject can spread happiness in students' life as well as create healthy society.

Pre-requisites:

Student should have interest in developing positive family relationships.

I. Middle Age:

1. Characteristics
2. Developmental tasks
3. Changes in interest
4. Vocational interests and adjustments
5. Social interests and activities

II. Old age:

1. Characteristics
2. Developmental tasks
3. Changes in interest

4. Hazards
- III. Marriage:
1. Definition
 2. Concept
 3. Types
 4. Pre – Marriage counselling
- IV. Family:
1. Definition
 2. Concept
 3. Importance
 4. Types
- V. Interpersonal Relationship:
1. Importance
 2. Types:
 - i. Husband – Wife
 - ii. In Laws
 - iii. Maternal
 - iv. Paternal

C.A. – Seminar

Topic: Views and Attitude of students towards Marriage



**GENDER
ISSUES**

Syllabus for Skill Enhancement Course (SEC)–

Third Year

Title of the course: Life Skills–I–Semester V

Course/Paper code: SEC-ENG-

III Credits: 02 (Marks: 50) Periods: 4

5 (ESE–25 Marks)

(CA-25 Marks)

Salient Features of the Course

1. The course prepares the learners for a smooth entry into the world of work
2. Self-awareness and social awareness are developed
3. Skills necessary for digital lifestyle are introduced

Utility of the Course:

- 1) Developing personal and social skills in the learners
- 2) Creating gender awareness
- 3) Developing skills for individual and group activities

Objectives:

- 1) To assist the learners for a smooth transition from student life into the world of work.
- 2) To develop the skills necessary for understanding oneself and the sociocultural group.
- 3) To help the learners choose the best ways of utilizing their time, efforts and mental energies.
- 4) To provide training in skills required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats.
- 5) To make the learners able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information.

Prerequisites for the Course:

1. Handouts, course material and activity sheets
2. Progress chart of learners for evaluation of their performance.
3. The following facilities would be of additional help:
Computer System with internet connectivity, LCD Projector and Screen

Unit I: Acquisition of Personal and Social Skills

- 1) Critical and Lateral thinking
- 2) Civic skills and social responsibility
- 3) Self-awareness, mindfulness and self-esteem:
 - a) Decision making
 - b) Time management
 - c) Goal setting
- 4) Gender Sensitization

UNIT: II--Continuous Assessment (CA) [Marks: 25] Periods 20

Note: Continuous Assessment may be done on the basis of following criteria

1. Interview, Seminar, Topic Presentation during the semester for 05 Marks each. [15 Marks]
2. One (1) Assignment for 10 Marks.

(Continuous assessment can be carried on the basis of the text-book prescribed for the syllabus-
An Introduction to Life Skills)

B.A. Third Year SOCIOLOGY – CBCS Pattern Syllabus

Semester VIth

SEC – IV: Social Counseling – 2

(With Effect From June 2021)

Credits: 02

Lecture: 45

Marks: 50

Outline:

Counseling is the activity of counselor. Counselor counsels people. This paper focuses on some of the different factors. The success of counseling largely depends on the goals. The good counselor need on a professional basis to resolve especially personal, social or psychological problems and difficulties of the concerned. Counseling means “Listening to someone and giving that person advice about their problems or issue.”

Objectives:

This course has aim to introduce moral ethics and values which would be helpful for the sustainable development of the human society. Since beginning sociologists had given importance on the values, moral, ethics, culture of the human society. For the same, this course has importance in the course to the different actors of the society. This course has field work and field visit camp to provide opportunities to students to understands issues and problem for solutions and adopt the counseling skills.

Utility:

“How should I live my life? and what should I do next?” These are the philosophical moral question, and the social counseling is designed to address in active and constructive ways. Good counseling helps student to build skill, they can use in solving their problems. Counseling is important because it gives the opportunity and offer a positive benefits which can enhance person life.

		Lecture	/	Marks
Chapter 01	Value & Ethics in Counseling	15		20
	1. Meaning & Definition of Values			
	2. Meaning & Definition of Ethics			
	3. Culture & Values			
Chapter 02	Scope and Need Social Counseling	15		20
	1. Personality Development: Meaning & Factors			
	2. Family Counseling: Domestic Violence, Old Age			
	3. Communication Skill: Meaning & Significance			

1. Generation Gap Counseling
2. Visit to Family Counseling Centre
3. Counseling for Old Age
4. Counseling for Domestic Violence against Women
5. Counseling for Career Guidance
6. Importance of Pre-marriage Counseling

Note:

- (1) It is obligatory to conduct 45 lectures in one semester for skill enhancement course, per week 3 lectures, one for theory and two for practical's.
- (2) Student has to carry to practical work and submit a small report in 8 to 10 pages of above in any one issue out of six.

Internal Practical: (25 Marks)

- Write a one Assignment (Concern Syllabus) – 10 Marks
- Concern teacher should take a test of total 05 Marks
- Write short survey/ practical report any one (Concern syllabus) - 10 Marks

External Practical: (25 Marks)

- External Practical Exam is conducted by University at the end semester.

Books Recommended:

1. Grossbard, H., 1954: Methodology for developing self-awareness in journal of social case work, Vol. XXXV No. 9, Nov. 1954, 380-386.
2. Ramkumar, O., 1970: Intelligence and self-concept, Education & Psychology Review. 10(3) July 1970.
3. Bartlett, Harritt, 1970: The Common Base of Social Work Practice, National Association of Social Work, 2 Park Avenue, New York, N.R.
4. Specht, Harry & Anne: Integrating Social Work Methods, Vickery, 1977, London: George Allen and Unwin.
5. Mujumdar & Madan, Anthropology in India.
6. Ministry of Social Welfare Govt. of India; Encyclopedia of Social Work in India.
7. Kamla Bhoota & Nirmal Kher: Child development.
8. Madan, G. R., Indian Social Problems.

9. Iyer, V.R.K. 1984 Justice in words and Justice in Deed for depressed classes, New Delhi: Indian Social Institute.
10. Khanna, H. R., 1980, The Judicial System, New Delhi II P.A.
11. Becavar D (ed.) 1997: The family, Spirituality and Social work Journal of Family Social Work Vol 2, No. 4
12. Burke R. J. 1982: Personality, Self-image and situational characteristics of effective helpers in work settings. The journal of Psychology, Vol. 112, 213.
13. Namita Rangnathan Toolika Wadhwa: Guidance and counseling for children and Adolescents in schools, Sage Publication India Pvt. Ltd.
14. R. Vance Peary, 2010, Socio Dynamic Counseling Taos Institute Publications, www.taosinstitute.net
15. Mathew, Grace. 1992. An introduction to social case work. TISS Bombay.
16. Hamilton, G. 1951. Theory and practice of social case work. New York: Columbia University Press.
17. Konaika, Gisela. 1972. Social group work a helping process. Second edition. New Jersey : Prentice Hall.
18. Gongrade K.D. 2001. Working with community at the Grass root level: Strategies and programmes. New Delhi: Radha Publishers.
19. Feldman, R.S. 1997. Understanding Psychology, 4th Edition. New Delhi: MacGraw Hill Publishing Co. Ltd.
20. धारवाडकर, दिपक व परदेशी महेशकुमार, २०१६, आधुनिक भारत में सामाजिक समस्याएँ, दिल्ली: इशिका पब्लिशिंग हाऊस.
21. भिसे, रामचंद्र मुंजाजी. २०१३. भारतीय समाज एवं महिला सशक्तीकरण. कानपुर: विकास प्रकाशन.
22. साळीवकर, संजय. २०१५. समाजकार्याच्या प्रत्यक्ष स्वरूपाच्या पद्धती. नागपूर : मंगेश प्रकाशन.
23. टेंभूर्णीकर—जोशी, अंजली. २०१९. सामाजिक समुपदेशन. औरंगाबाद : विद्या बुक्स पब्लिशर्स.
24. मुठ्ठे, पांडुरंग (संपा.) २०१६. महिला सक्षमीकरण : स्वरूप आणि विकास. लातूर : अरूणा प्रकाशन.

Swami Ramanand Teerth Marathwada University, Nanded
SOCIOLOGY

B.A. Second Year (Semester - IIIrd) (CBCS Pattern Syllabus)

VI - Human Rights and Social Justice

(With effect from June 2020-21)

Credits : 03

Periods : 55

Marks : 75

Theory (ESE) 50 Marks + Internal (C.A.) 25 Marks = 75 Marks

Objectives :

The Human Rights and Social Justice Course, students will understand what are the human rights? and what is the meaning of social justice and its necessity? Why they course from and why we have them? Students also develop an understanding of challenges to human rights and social justice. At the end of the course students will understand how human rights can be used as a practice tool to support them.

Contents :

The course covers modern human rights institution and these work of state and non-state. Human rights and social justice are two different concepts. They are closely linked. The 1948 Universal Declaration of Human Rights includes economic, social and cultural rights such as the right to health security in the event of unemployment and education. In the course focus on Dr.B.R. Ambedkar Architecture of Indian Constitution and his visionary thoughts on human rights. Also examined Human Right for weaker section, statutory mechanism for enforcement of human rights and protection of human rights in India.

Outcomes :

Principles of human rights are fundamental rights. Justice is the concept of fairness. Social Justice and human rights have a shared goal human dignity, equally for all. The issues that make social justice difficult to achieve, such as poverty, exculsion and discrimination are in direct contradiction with human rights, which apply to all individuals indiscriminately. Human rights can help to fight indignity. In addition to promoting equality generally human rights protect against direct and indirect discrimination based on certain characteristics. Human rights provide legal framework that allows individuals to hold government to account and requires the state to create conditions necessary for the achievement for social justice.

	Lecture	Marks
Chapter I Introduction to Human Rights.	11	15
a) Meaning of Human Rights,		
b) Development of Human Rights Post declaration,		
c) Concept of Social Justice.		
Chapter II Indian Constitution and Social Justice	11	15
a) Dr. B.R. Ambedkar as Architecture of Indian Constitution,		
b) The Indian Constitution and Social Justice, (Fundamental Rights, Directive Principles of State)		

	c) Dr. B.R. Ambedkar's views of Human right.		
Chapter III	Human Right and Weaker Section	11	15
	a) Human Rights of Women,		
	b) Human Rights and Dalit,		
	c) Rights of youth,		
	d) Rights of old age and disabled.		
Chapter IV	Statutory Mechanism for Enforcement of Human Rights.	11	15
	a) Role of State and National Human Rights Commission, (SNHRC),		
	b) Role of National Commission and Committees for SCs/STs,		
	c) Role of National Commission for Women and Child.		
Chapter V	Protection of Human Rights in India	11	15
	a) Human Rights Movement in India,		
	b) Role of NGO's in Human Rights Protection,		
	c) Role of Police and Judiciary in Human Rights Protection.		

References :

1. Rechert, Elisabeth.2003. Social Work and Human Rights. Jaipur : Rawat Publications.
2. Bajwa, G.S. 1995. Human Rights in India : Implementation and Violation. New Delhi : Anmol Publications.
3. Batra, T.S.1979. Human Rights : A critique. New Delhi : Metro Politan Book Company.
4. Agrawal, H.O. 1983. Implementation of Human Rights Covenants with special Reference to India. Allahabad : Central Law Publication.
5. Basu, D.D. 2004. Introduction to the constitution of India. 19thEd. New Delhi : Wadhawa Company.
6. Garg, Veena. 2011. Human Rights Perspective. A Brief Survey. Delhi : Ancient Publishing House.
7. Shivnanda, J. (Eds.) 2006. Human Rights : Concept and Issues. New Delhi: Alfa Publication.
8. Kashyap, C. Subhas. 1995. Human Rights : Issues and Prespectives. New Delhi : Regeny Publications.
9. Khandela, Manchand. 2004. Human Rights and Social Realities. Jaipur : Pointer Publishers.
10. Lokhande, G.S. 1997. Bhimrao Ramji Ambedkar. A study in social Democracy. New Delhi : Intellctual Publishing House.
11. Nirmal, C.J. 2002. Human Rights in India: Historical, Social and Political Perspectives. New Delhi : Oxford University Press.

12. Rai, Rahul. 2004 : Human Rights and Fundamental Freedom. New Delhi: Authors Press.
13. Prasad, Bipin. 2013. Dalit and Human Rights. Jaipur. Ritu Publications.
14. Jogdand, P.G. (Eds) 1995. Dalit Women : Issues and Perspectives. New Delhi : Gyan Publishing.
15. Khanna, Surinder. 2011. Dalit Women and Human Rights. Delhi : Swastik Publications.
16. Ahuja, Ram. 1992. Right of Women. A Feminist Perspective. New Delhi : Rawat Publications.
17. Swapna, H. (Eds). 2006. Rights of Dalits. New Delhi : Serial Publication.
18. Jain, Shahi, Bhatnagar, Sudha. 1997. Scheduled Caste Women. New Delhi : Rawat Publications.
19. Karthikeyan, D.R. 2005. Human Rights : Problem and Solutions. New Delhi : Gyan Publishing House.
20. Samel, Swapna. 2006. Rights of Dalit. New Delhi : Serials Publications.
21. Ray, Arun. 1997. National Human Right Commission of India. New Delhi : Atlantic Publishers and Distributers.
22. Selby, David. 1987. Human Rights. Cambridge : Cambridge University Press.
23. Shinde, Premkumar. (Eds) 2005. Dalit Human Rights in India. New Delhi : Isha Books Publishing House.
24. Bhatia, K.L., Choudhari, Rekha. 1999. Social Justice of Dr. B.R. Ambedkar. New Delhi.
25. Sen, Chitra. 2006. Violence Against Women and Human Right. New Delhi : Alfa Publication.
26. Pandit, Vivek. 1990. Report of the Campaign for Human Rights. Bombay : Vidhayak Sansad.
27. Government of India. 2001. National Commission of Scheduled Castes and Scheduled Tribes; Sixth Report. 1999-2000 and 2000-2001. New Delhi: Government of India.
28. Jogdand, P.G. 2007. Job Reservation : The Issues and the facts' Dalit International News letter, Waterford. CT. USA.
29. Jogdand, P.G. 2003. 'Empowerment of Weaker Sections,' in Ramashrari Roy (ed.) The Federal Experience - India and Russia. pp.104-13. New Delhi : Shipra Publications.
30. Chatterji, Mohini. 1997. Womens Human Rights. Jaipur : Aavishkar Publishers.
31. Shabbir, Mohmmad (Eds.) 2008. Human Rights in the 21st century. Jaipur : Rawat Publications.
32. मेहत्रे, स्मिता. २०११. भारतीय स्त्री आणि मानवाधिकार. नागपूर : श्री. साईनाथ प्रकाशन.
33. शहा, घनश्याम. २००१. दलितोंची अस्मिता आणि राजकारण. अनुवादक. सुनंदा कोगेकर. पुणे : डायमंड पब्लिकेशन्स.
34. सबनीस, श्री.नी. २०१२. मानवी हक्क संरक्षण. ठाणे : मुकुंद प्रकाशन.
35. अग्रवाल, ए.सो. २००२. मानव अधिकार, इलाहाबाद : सेंट्रल लॉ. पब्लिकेशन.
36. अवस्थी, शैलेंद्रकुमार. २००५. मानव अधिकार विधी. नई दिल्ली : ओरिएन्टल पब्लिशिंग कंपनी.
37. चन्देल, धर्मवीर. २०११. मानवाधिकार : नेहरू और आंबेडकर. जयपूर : पोइन्टर पब्लिशर्स.
38. मंजू, सुमन. (संपा.) २००४. दलित महिलाएँ. नई दिल्ली : सम्यक प्रकाशन.
39. रॉय, अरूण. २००२. भारत का राष्ट्रीय मानव अधिकार आयोग : गठन, कार्य और भावी परिदृश्य. नई दिल्ली : राधा पब्लिकेशन्स.
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41. मानव अधिकार आयोग. १९९४. मानव अधिकार आंतरराष्ट्रीय प्रपंचो का संकलन. खंड. १. नई दिल्ली : राष्ट्रीय मानव अधिकार आयोग.

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43. कुलकर्णी, पी.के. २०१५. मानवी हक्क आणि सामाजिक न्याय. पुणे : डायमंड पब्लिकेशन्स.
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46. गुरू, गोपाळ. २०१५. वर्चस्व आणि सामाजिक चिकित्सा. पुणे : हरिती पब्लिकेशन्स.
47. भिसे, रामचंद्र. सकरगे, एन.व्ही. २०१७. महिला व युवकांचे अधिकार. परभणी : न्यू मॅन पब्लिकेशन.
48. जाधव, तुकाराम. शिरापूरकर, महेश. २०१५. मानवी हक्क. पुणे : द युनिक अॅकॅडमी.
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54. सोलापुरे, राजशेखर. २०१४. मानवी हक्क आणि समाज. लातूर : अरूणा प्रकाशन.
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56. इंगळे, शोभा. २०१९. भारतीय स्त्री सामाजिक दर्जा आणि परित्यक्ता. औरंगाबाद : अंजिठा प्रकाशन.

Swami Ramanand Teerth Marathwada University, Nanded
SOCIOLOGY

B.A. Second Year (Semester - IVth) (CBCS Pattern Syllabus)

VII - Issues and Problems in Indian Society

(With effect from June 2020-21)

Credits : 03

Periods : 55

Marks : 75

Theory (ESE) 50 Marks + Internal (C.A.) 25 Marks = 75 Marks

Objectives :

The objectives of the course are to sensitize the students to the emerging social issues and problems in Indian Society enable them to acquire sociological understanding of these issues and problems and deal with the real fact. The aim is to introduce the concepts, theories and case studies that seek to clarify social issues and social problems. This course is designed to identify and analyse some of such emerging social issues and problems from a sociological perspective.

Contents :

We will explore the issues and problems in Indian Society. Such as crime and measure of social problems. Crime against women (Rape, Domestic violence, Accid attack, Violence against widow) also include social issues (Farmer Suicide, Cyber Crime, Health care). Communalism and violence against weaker section (Atrocities against Dalit, Child abuse and Elder abuse.) So this course an attempt will be made to elaborate a framework for observation of the present social issues and social problems.

Outcomes :

Thomson's pain addresses the individual's duty to "allow the same right to others as we allow ourselves." A social issue is a problem that influences many citizens within a society and one that many people strive to solve. It is often the consequence of factors extending beyond an individual's. After studying this course students should be able to illustrate what is a social about social science. Demonstrate how certain social conditions become dominant. Distinguish how labeling something can create expectations about behaviour and action.

	Lecture	Marks
Chapter I Introduction	11	15
a) Meaning and Characteristics of Social Problem,		
b) Causes of Social Problems,		
c) Effects and measures of social problems		
Chapter II Crime against Women	11	15
a) Rape and organized rape : Causes and Effects,		
b) Domestic Violence against women : Nature and Causes,		

c) Accid Attacks and Honour Killings :		
Nature and Causes,		
d) Violence against widows :		
Nature and Effects.		
Chapter III Social Issues	11	15
a) Farmers Suicide : Causes and Preventative strategies,		
b) Cyber Crime : Causes, Types and measures,		
c) Heath Issue : Virus related problems, Importance of Social distancing, Effects on human life, Measures.		
Chapter IV Communalism	11	15
a) Concept of Communalism, Communalism in India,		
b) Communal Violence : Causes and effects,		
c) Measures of communal violence.		
Chapter V Violence against Weaker Section	11	15
a) Atrocities against Dalits : Nature, Causes, effects and necessity of Atrocities Act.,		
b) Child Abuse : Types, causes and measures,		
c) Elder Abuse - Definitions, preventive measures.		

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34. काळदाते, सुधा. १९९१. भारतातील सामाजिक समस्या. नागपूर : पिंपळापुरे अँड कं. पब्लिशर्स.
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Semester IV

Paper 8: Women's Literature

Objectives

- 1) To introduce students to Women's Writing, through the study of various literary genres written by women of different nationalities such as poetry, prose, essay and drama.
- 2) To equip students with the knowledge and skills to read and comprehend texts written by women.
- 3) To enable the students for identifying and describing distinct literary characteristics of women's literature.

Intended outcomes

- 1) Students will be able to critically analyze the structure and meaning of various literary works written by women authors.
- 2) Students will acquire knowledge of the major concerns of the women through a reading of the representative works from different nations.
- 3) Students will be acquainted with the richness and depth of the female experience as depicted through their literary representations.

Module/Unit Number	Content	Title/Text
1	Introduction: Brief history	I) A Brief history of Women's Literature
2	Poetry	II) <i>The Joy of Writing</i> : Wislawa Szymborska III) <i>Song of Death</i> : Gabriela Mistral
3	Fiction	IV) <i>Girls</i> : Mrinal Pande V) <i>Happy Endings</i> : Margaret Atwood
4	Prose	VI) <i>We should all be Feminists</i> : Chimamanda Ngozi Adichie
5	Drama	VII) <i>Trifles</i> : Susan Glaspell

Prescribed Text : Anthology to be published by The University through publishers Macmillan Education

Continuous Internal Evaluation: 25 Marks (1 Credit)

Class Test /Mid semester exam of 10 marks + Tutorial /Project/Viva of 15 marks= 25 marks

End Semester Examination: 50 marks (2 Credits)

Question Paper Pattern

Question Number	Content	Marks
1	Descriptive Answer type question on unit 2	10
2	Descriptive Answer type question on unit 3	10
3	Descriptive Answer type question on unit 4	10
4	Descriptive Answer type question on unit 5	10
5	Short notes (two out of four) on unit 1	5+5=10

* * * * *

ENVIRONMENT

AND

SUSTAINABILITY

Swami Ramanand Teerth Marathwada University, Nanded

Skill Enhancement Course

B.A. Second Year

Semester III

Paper I & II

TOURISM

Internal Marks - Test - 10 , , Seminar - 15 = 25, Theory Exam - 25 = Total Marks - 50

Features:-

- 1) This paper gives basic information about Tourism.
- 2) This makes interest among students about Tour for various places.
- 3) Student will understand the types and management of Tourism.
- 4) It gives light on historical sites of Tourism.

Utility:-

- 1) To enhance the views regarding the Indian Tourism.
- 2) To enrich the understanding of the students with reference to creative sites for Tourist.
- 3) To enable the students for their vocational careers.
- 4) To get jobs in Tourism Department and Tourism Industries.
- 5) To conserve the historical Monuments and places in their local areas.

Objectives :-

- 1) To introduce the students to the Indian art.
- 2) To appreciate the various contexts of lot of things about Tourism.
- 3) To give wide exposé to the Tourism through site visits and visual effects.
- 4) To create awakening to conserve the heritage by way of establishing Tourist places.

Pre Requisites:-

- 1) Students already know about religious tourist places.

Swami Ramanand Teerth Marathwada University, Nanded

Skill Enhancement Course

B.A. Second Year

Semester III

Paper I

TOURISM

Credits – 02

Lectures – 45

Marks – 50

Internal Marks - Test - 10 , , Seminar - 15 = 25, Theory Exam - 25 = Total Marks - 50

Lectures

- | | |
|--|-----------|
| 1. Introduction of Tourism | 10 |
| a) Definition | |
| b) Historical Background | |
| c) Types | |
| d) Nature and scope of Tourism | |
| 2. Development of Tourism | 14 |
| a) Purpose and Importance | |
| b) Sargent Committee | |
| c) Indian Tourism Development Corporation | |
| d) Maharashtra Tourism Development Corporation | |
| 3. Transport and Accommodation | 12 |
| a) Transport – Nature | |
| b) Travel Agencies | |
| c) Accommodation – Nature and Types | |
| d) Importance of Transport and Accommodation | |
| 4. Impact of Tourism | 09 |
| a) Role of History in Tourism | |
| b) Social Impact | |
| c) Cultural Impact | |
| d) Environmental Impact | |

Swami Ramanand Teerth Marathwada University, Nanded
Skill Enhancement Course

B.A. Second Year

Semester IV

Paper II

TOURISM

Credits – 02

Lectures – 45

Marks – 50

Internal Marks - Test - 10 , , Seminar - 15 = 25, Theory Exam – 25 = Total Marks - 50

	Lectures
1) Caves and Temples	11
a) Caves- Ajanta, Ellora, Shiur, Mahur.	
b) Temples- Hottal, Aundha Nagnath, Parli vaijanath	
2) Forts in Marathwada	14
a) Devgiri	
b) b.Kandhar	
c) c.Mahur	
d) Udgir	
3) Memorials	10
a) Memorials- Bibi ka Makabara, Gurudwara	
4) Museums in Marathwada	10
a) Ter	
b) Bahadarpura	
c) Mahur	
d) Aurangabad	

Books for Reference

- 1)Bhatiya A. K.- *Tourism in India*, Sterling Publication, Delhi,1988.
- 2)Bhardwaj D.- *Tourism issue and Challenges*, Kanishka Publication, New Delhi 2006.
- 3) डॉ. विठ्ठल घारपुरे - *पर्यटन भूगोल*, पिंपळापूरे पब्लीशर्स नागपूर २००१.
- 4) डॉ. घाणेकर प्र. के, *दुर्गदुर्गेश्वर रायगड*, स्नेहल प्रकाशन पुणे २०१४

- 5) डॉ. घाणेकर प्र. के, *आडवाटेवरचा महाराष्ट्र*, स्नेहल प्रकाशन, पुणे २०१६
- 6) डॉ. विजया साखरे - *ऐतिहासिक पर्यटन*, अक्षरलेण प्रकाशन सोलापूर २०१२.
- 7) डॉ. लिगाडे, डॉ. कदम, डॉ. साकोळे- *पर्यटनशास्त्र*, अरणा प्रकाशन लातूर २०१८

THE END

B. A. Second Year
Subject: Geography
Semester – III
Paper-SEC-1
Tourism Geography

Marks: 50

Credits: 02

Periods: 45

Salient Features

1. The aim of this course is to introduce the students with various aspects of tourism and tourists.

Utility

1. To help students to learn the skills of arrangement and organization of tours.

Learning Objectives

1. To have the basic knowledge of tourism and its significance.
2. To study the behavioural aspects of tourists in tourist places.

Prerequisites

1. Books, Maps, Globe.
 2. Field visit, ICT
-

Unit-1: Introduction

- A) Definition, nature, scope and significance of tourism geography **15 Periods**
- B) Types of tourists and tourism.
- C) Environment Laws.

Unit-2: Communication skills in tourism

- A) Communication skills (Oral and written). **15 Periods**
- B) Techniques of advertisement.

Unit-3: Logistics and visit to tourist places

- A) Destination and transportation booking skills through internet. **15 Periods**
- B) Behavioural study of host and guest of tourist centers.

Suggested Readings:

- 1) Bhatia, A.K. (1983) : Tourism Development, Sterling Publishers Pvt. Ltd., Benglor.
- 2) Gharpure Vitthal (2001): Geography of Tourism, Pimpalpure and Co. Publication, Nagpur.
- 3) Khatib K. A.: Geography of Tourism, Mehta Publications, Kolhapur.
- 4) Bhatiya, A.K. (1991) : 'International Tourism-Fundamental and Practices', New Delhi.
- 5) Hunter C and Green H (1995) : 'Tourism and the Environmental : A sustainable relationship', Rutledge London.
- 6) Lea J. (1988) : 'Tourism and Development in the third world', Rutledge London.
- 7) Williams, Stephen (1998) : 'Tourism Geography', Rutledge Contemporary Human Geography, London.
- 8) Sharma Vinod (2015): Prachi Atlas of India & World, Prachi Pub. New Delhi.
- 9) Mangnale, S.K and Manakari, M.P., (2019) Paryatan Bhugol, Aruna Prakashan, Latur

**B. A. Third Year
Semester-VI
DSE GEOG-XVI
Environmental Geography**

Marks: 50

Credits: 02

Periods: 60

Salient Features

1. The aim of this course is to introduce the students with the fundamentals of Environment.

Utility

1. To help students to know the significance of study of environment.

Learning Objectives

1. To provide in depth knowledge about environment.
2. To prepare students for various competitive examinations.
3. To nurture scientific and research approach among the students.

Pre-requisites

1. Books, Maps, Globe, Models.
 2. ICT, Field Visit.
-

Unit I Introduction

10 Periods

- 1) Definition, nature and scope of environmental geography
- 2) Importance of study of environmental geography

Unit II Ecosystem and Biodiversity

12 Periods

- 1) Ecosystem- Definition, types and functions
- 2) Biodiversity- Concept, types and conservation

Unit III Natural Resources

10 Periods

- 1) Renewable and non-renewable natural resources
- 2) Conservation of natural resources and sustainable development

Unit IV Environmental Pollution

14 Periods

- 1) Air pollution- causes, effects and consequences
- 2) Water pollution- causes, effects and consequences
- 3) Noise pollution- causes, effects and consequences

Unit V Environmental Issues

14 Periods

- 1) Drought – causes, effects and remedies
- 2) Global Warming and Ozone depletion Causes and effects and remedies

Suggested Reading:

- 1 Introduction to Environment – M. N. Sastri, Himalaya Publishing House, New Delhi.
- 2 Environmental Studies – H. Kaur, Pragati Prakashan, Meerut
- 3 Environmental Studies – Erach Bharucha, University press Pvt. Ltd., Hyderabad
- 4 Environmental Studies – S. V. S. Rana, Rastogi Publication, Meerut
- 5 Environmental Studies – C. P. Kaushik, New age international Ltd. New Delhi
- 6 Environmental Studies – Arumugam, Saras Publication Kanyakum
- 7 Paryavaran Bhugol- Dr.Phule S.J Vidyabharati Prakashan
- 8 पर्यावरण विज्ञान प्रा.बा.र.अहिरराव निराली प्रकाशन, पुणे
- 9 पर्यावरण परिचय डॉ.जयकुमार मगर विद्या प्रकाशन, नागपुर
- 10 नैसर्गिक आपत्ती आणि व्यवस्थापन डॉ.आर.जी.पाटीलओम साई एंटरप्राइजेस पुणे.

Six Monthly Core Module Course in
Environmental Studies
(For Undergraduate Courses of all Branches of Higher Education)

Unit I : Introduction & Natural Resources :

Environment : Definition, Scope, Importance, Need for public awareness.

Natural Resources : Renewable and Non Renewable resources, Natural resources and associated problems.

a) Forest Resources : Utility and natural renewal balance, Uses and over exploitation of forest resources, Deforestation case studies, Mining, Dams and their effects on forests.

b) Water Resources : Uses of water, Over utilization of surface and ground water, Floods, Draughts, Dams : Benefits and problems.

C) Mineral Resources : Environmental effects of extracting and using mineral resources.

D) Agricultural Resources : Changes caused by agriculture and overgrazing, Effects of modern agriculture, Fertilizer and pesticide problems, Water logging, Salinity.

E) Land Resources : Land as a resource, Effects on productivity, Man induced landslides, Soil erosion, Desertification

F) Energy Resources : Needs, Types of energy and quantities available, Growing energy needs, renewable and non renewable energy resources, Use of alternate energy sources.

Unit II : Ecosystems :

Concepts of an ecosystems, Structure and function of an ecosystem, Producers, Consumers, and Decomposers, Energy flow in an ecosystem, Ecological succession, Food chain, Food webs, Ecological pyramids,

Introduction, Types, Characteristic features & Structure of following ecosystems (01) Forest ecosystem, (02) Grassland ecosystem, (03) Desert ecosystem (04) Aquatic ecosystem (Ponds, Streams, Lakes, Rivers, Oceans, Estuaries).

Unit III : Biodiversity and its conservation :

Introduction, Definition, Biogeographical classification of India, Value of Biodiversity : Productive use, Social, Ethical, Aesthetic, and option values, India as a mega diversity nation, Endangered and endemic species of India, Conservation of biodiversity.

Unit IV : Environmental pollution and its mitigation :

Definition of Pollution; Causes, effects and control measures of (A) Air pollution, (B) Water pollution, (C) Soil pollution, (D) Noise pollution

Solid waste management : causes, effects and control measures of urban and industrial wastes, nuclear hazards, Environmental hazards and their mitigation, Role of an individual in pollution and abatement.

Unit V : Field Work :

01. Visit to local area to document environmental assets – River, Forest, Grass land, Hill, Mountain etc.
02. Visit to local polluted site : Urban, Industrial, Agricultural
03. Study of common plants, Insects, birds etc,
04. Study of simple ecosystems : Pond, River, Hill, Slopes etc.

Swami Ramanand Teerth Marathwada University, Nanded.

Philosophy

B.A.Third Year (Semester VI)

SKILL ENHANCEMENT COURSE- IV

Environmental Ethics

Credits 2	Periods 30	Marks 50
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Course Objectives:

1. To familiarize the students with basic concepts of applied ethics.
2. To familiarize the students with bad consequences of these problems on society.
3. Try to guide students how to solve these problems.

	Periods	Marks
1) Various environmental problems	08	14
2) Solution to solve environmental problems	08	14
3) Animal Cruelty and Animal rights	08	14
4) Problem of E-Wastage and solution	06	08

Books for Reading and Reference :

- (1) Ethics for today - Harold Titus.
- (2) Practical ethics - Peter Singer.
- (3) Applied ethics - Peter Singer.
- (4) A companion to applied ethics - Ed by R.G. Frey and Wellmen Blackwell
- (5) A companion to the Philosophy and Education - Ed by Randall Current
- (6) Encyclopedia of Applied ethics - Ed by Chadwick Ruth
- (7) Arguing in applied ethics - Lamb David.
८. मराठी तत्त्वज्ञान महाकोश- (संप.) दे. द . वाडेकर , खंड १, २, ३
९. नीतिशास्त्र - सुनील साळुंके
१०. अनुप्रयुक्त नीतिशास्त्र - एम. पी. चौरासिया.
११. उपयोजित नीतिशास्त्र - सुनील साळुंके
१२. उपयोजित नीतिशास्त्र - माधवी कवी

Note: It is obligatory to conduct 30 periods in one semester for Skill Enhancement Course. Per week three periods- Two for theory and one for practical.

Internal Practical (25 Marks):

1. Write an assignment -10 marks
2. Concern teacher should take test of total 5 marks.
3. Concern teacher should take a practical - 10 marks.

External Practical (25 Marks):

External practical should be conducted by University at the end of semester.