



Chakan Shikshan Mandal's

Arts & Commerce College, Chakan

Agarwadi Road, A/P. Chakan, Tal. Khed, Dist. Pune - 410 501



3rd Cycle

Assesment and Accreditation

Criterion-I

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students , Teachers, Empolyers, Alumni etc. and action taken report on the feedback is made available on institutional website



CHAKAN SHIKSHAN MANDAL'S

Arts & Commerce College, Chakan

Agarwadi Road, A/P. Chakan, Tal. Khed, Dist. Pune - 410 501

Affiliated to Savitribai Phule Pune University, (I. D. No. PU/PN/075-1989)

Website : www.csmaccc.com | Phone : 8087767451 | Email : csmaccc@rediffmail.com

Ref. No. CSMACCC / 214 /2022-23

Date : 20 / 06 /2023

DECLARATION


This is to declare that the information, reports, true copies of the supporting documents, numerical data etc. submitted/presented in this file is verified by Internal Quality Assurance Cell (IQAC) and is correct as per the records. This declaration is for purpose of NAAC accreditation of HEI for 3rd cycle period 2017-18 to 2021-22.

Date: 20 June 2023

Place: Chakan


Prof. Vikas Deshmukh
Coordinator
IQ.A.C.
Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.




Dr. Rajesh Latane
Principal
C.S.M.'s Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.

Principal,

Dr. Rajesh Latane

M. A. (English), SET, Ph.D.

Mob. : 9423327281, 7972698175

Email : rslatane@gmail.com

Chakan Shikshan Mandal's

Arts & Commerce College, Chakan, Tal. Khed, Dist. Pune

Student's Feedback on Curriculum
Year 2018-19

Name of the Student.....Chavan Madhuri Shivaji

Class: T.Y.B.A. Subject: English

1. Are you satisfied with the present syllabus? आपण सध्याच्या अभ्यासक्रमाबाबत समाधानी आहात का?
Yes/No

2. Do you expect some changes in the syllabus? आपणाला अभ्यासक्रमात बदल अपेक्षित आहे का?
Yes/No

3. Do you feel that the syllabus is up to the mark? चालू अभ्यासक्रम परिपूर्ण आहे का ?
Yes/No

4. Are you satisfied with the present course you have selected? आपण निवडलेल्या अभ्यासक्रमाबाबत तुम्ही समाधानी आहात का ?
Yes/No

5. Do you get practical knowledge from the present syllabus ? या अभ्यासक्रमाकडून व्यवहारिक ज्ञान मिळते का ?
Yes/No

6. Suggestions (If any) - काही सूचना असल्यास
Yes/No

Syllabus for B.A. Special papers should be reviewed



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[Signature]
Signature of Students

Chakan Shikshan Mandal's

Arts & Commerce College, Chakan, Tal. Khed, Dist. Pune

**Student's Feedback on Curriculum
Year**

Name of the Student..... Rattod Gavinda Arjun

Class:..... T.Y.B.A. Subject..... English

1. Are you satisfied with the present syllabus? आपण सध्याच्या अभ्यासक्रमाबाबत समाधानी आहात का?
Yes/No

2. Do you expect some changes in the syllabus? आपणाला अभ्यासक्रमात बदल अपेक्षित आहे का?
Yes/No

3. Do you feel that the syllabus is up to the mark? चालू अभ्यासक्रम परिपूर्ण आहे का ?
Yes/No

4. Are you satisfied with the present course you have selected? आपण निवडलेल्या अभ्यासक्रमाबाबत तुम्ही समाधानी आहात का ?
Yes/No

5. Do you get practical knowledge from the present syllabus ? या अभ्यासक्रमाकडून व्यवहारिक ज्ञान मिळते का ?
Yes/No

6. Suggestions (If any) - काही सूचना असल्यास
Yes/No

Revision of syllabus for B.A II
Special Papers in English is Necessary




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Signature of Students

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S. Y. B. A.**Discipline Specific Course (DSC-1A)****(Old Special Paper-I)****(Choice Based Credit System-70:30-Pattern)****(w. e. f- 2020-2021)****(3 Credit Course)****Title of the Paper: Appreciating Drama****Preamble:**

Drama is an age-old form of literature. Moreover, it is a performing art form. It has been undergoing several transformations in its form and performance till date. In this sense, the world of drama has been exploring and exposing very many distinguishing theoretical, literary and theatrical dimensions. At the backdrop of the very dynamics of drama, the syllabus prescribed under this paper attempts to give justice to the multi-dimensional aspects of drama. The course contents and the evaluation patterns are radically designed to keep pace with the age of technology and to empower the learners for futuristic academic avenues.

Objectives:

1. To introduce Drama as a major form of literature
 2. To introduce minor forms of Drama
 3. To acquaint and enlighten students regarding the literary and the performing dimensions of drama
 4. To acquaint and familiarize the students with the elements and the types of Drama
 5. To encourage students to make a detailed study of a few sample masterpieces of English Drama from different parts of the world
 6. To develop interest among the students to appreciate and analyze drama independently
 7. To enhance students' awareness regarding aesthetics of Drama and to empower them to evaluate drama independently
- **45 clock hours to be equally shared for teaching both the units.**




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(2)

Semester-III**Course content-****UNIT-I- Theory of Drama:**

1. Drama, the Literary Form
2. Drama, the Performing Art Form
3. Elements of Drama:
 - i) Literary Elements: (Theme, Plot, Characters, Diction, Conflict, Setting etc.)
 - ii) Theatrical Elements: (Stage directions, Light effects, Music, Costumes, Stage property, Makeup etc.)
4. Types of Drama: (Tragedy, Comedy, Tragicomedy, Problem play, Absurd drama)
5. An Introduction to Minor Forms of Drama: (e.g. One-act-play, Skit, Street play, a short Radio play, Pantomime etc.)

UNIT-II- A Midsummer Night's Dream by William Shakespeare

- 45 clock hours to be equally shared for teaching both the units.


Semester-IV**Title of the Paper: Appreciating Drama****UNIT-I- Arms and the Man** by George Bernard Shaw**UNIT-II- The Fire and the Rain** by Girish Karnad

- 45 clock hours to be equally shared for teaching both the units.

Select Bibliography:

1. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.
2. Anandlal. 2004. Ed. The Oxford Companion to Indian Theatre. New Delhi: Oxford University Press.
3. Berthold M. 1999. The History of World Theatre. New York: Continuum.
4. Briggs J. & Jefferson N.C. 2003. Encyclopedia of Stage Lighting. : McFarland
5. Brown J.R. 1972. Theatre Language. London: The Penguin Press.
6. Craig E.G. 1911. On the Art of the Theatre. London: William Heinemann Ltd.
7. Crook T. 1999. Radio Drama. Routledge; 1st Edition
8. Dharwadkar A. 2005. Theatres of Independence. New Delhi: Oxford




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University Press

9. Hughes M. 2013. A History of Pantomime
10. Jagadale U.S. 2014. Communication in Drama: A Pragmatic Approach. PartridgeIndia.
11. Mamet D. 1994. Goldberg Street: Short Plays and Monologues. Grove Press
12. Pease A. 1998. Body Language. London: Sheldon Press.
13. Srampickal J. 1994. Voice to the Voiceless: the Power of People's Theatre in India. London: Hurst & Company.
14. Stanislavski C. 1981. Creating a Role. London: Methuen Publishing Ltd.
15. Zuber O. 1980. Ed. The Languages of Theatre. Oxford: Pergamon Press

EVALUATION PATTERN

Each semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. (3x15=45+3=48). It is applicable to all other papers/courses.

The Internal Examination for 30 marks will be conducted in two parts.

1) Practical Examination for 10 marks:

The practical examination aims at testing practical applications of the course contents. Hence, the evaluation pattern has to be a practical one. The following choice-based modes of evaluation can be considered in this concern.

(Modes of evaluation: Dramatic performances, Group discussions, Seminars, Project presentations, Library work, Oral examination etc.)

In Semester-III, the practical examination aims at testing practical applications of Unit-I: 'Theory of Drama' on the basis of the above-mentioned choices of evaluation modes.

In Semester-IV, the practical examination aims at testing practical applications of Unit-I: **Arms and the Man** on the basis of the above-mentioned choices of evaluation modes.

2) A Mid-semester Written Test for 20 marks:

Being a written test, it aims at testing the theoretical subject knowledge of the students, on the basis of the semester-wise syllabus given below.

For Semester-III the syllabus for the test will be **Unit-I: 'Theory of Drama'**.

For Semester-IV the syllabus for the test will be **Unit-I: Arms and the Man**.



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S. Y. B. ADiscipline Specific Course (DSC-2A)(Old Special Paper-II)(Choice Based Credit System-70:30-Pattern)(w. e. f- 2020-2021)(03 Credit Course)Title of the Paper: Appreciating Poetry**Rationale:**

Poetry has been the oldest form of literature and continues to be an important part of art and culture. It conveys a thought, describes a scene, or narrates a story in a concentrated, lyrical arrangement of words. It can be structured with rhyming lines and meter or can also be freeform that follows no formal structure. Poetry on the level of content offers a huge variety of aesthetic and worldly experiences. It offers new perspectives to look at the usual matters. The present course is designed in line with such liberating and enriching nature of poetry. This is an introductory course and it is intended that students learn the basics of poetry through its theory and the practical application of some of the terms related to poetry. Given its elementary nature this course cannot afford to be ambitious in its scope and selection of poems. Poems are not necessarily selected from different nationalities and cultures and no specific theme is maintained in the selection of poems. However it is seen in the selection that students get exposed to a variety of experiences through poems of different mold and that their aesthetic and human sensibilities get enriched.

Objectives:

1. To acquaint students with the terminology in poetry criticism (i.e. the terms used in appreciation and critical analysis of poems)
 2. To encourage students to make a detailed study of a few sample masterpieces of English poetry
 3. To enhance students awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently
- **Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. $(3 \times 15 = 45 + 3 = 48)$. It is applicable to all other papers/courses.
 - **Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-III & IV will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.




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- **The Internal Examination** for 30 marks will be conducted at college level.
 - Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
 - A Mid-semester Written Test for 20 marks

Semester-III**Course Content-**

Prescribed Text: *Mirage: An Anthology of English Poetry* Ed. Board of Editors, Orient Blackswan

A) Theory of Poetry**20 Clock Hours**

- What is poetry? Significant development in the art of poetry during major periods
- Elements of poetry: Rhythm, Meter, Sound Structure, Stanza Forms,
- Figures of Speech, Symbols, Imagery, Simile, Metaphor, Personification and other Poetic Devices like Repetition and Contrast.
- Types of Poetry: Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad

B) Poems:**25 Clock Hours**

- The Nightingale- **Philip Sidney**
- Sonnet 3- **William Shakespeare**
- The Sun Rising- **John Donne**
- London- **William Blake**
- Ode on a Grecian Urn- **John Keats**
- To a Skylark- **P. B. Shelley**

Semester-IV

Prescribed Text: *Mirage: An Anthology of English Poetry* Ed. Board of Editors, Orient Blackswan

Poems:**45 Clock Hours**

- My Last Duchess- **Robert Browning**
- Sailing to Byzantium- **W. B. Yeats**
- Futility- **Wilfred Owen**
- A Bird Came Down the Walk- **Emily Dickinson**
- Talking in Their Sleep- **Edith M. Thomas**
- What Is Life- **John Clare**
- Sympathy- **Paul Laurence Dunbar**
- The Awakening- **James Weldon Johnson**
- The Wind- **Amy Lowell**
- Freedom- **Rabindranath Tagore**
- Caged Bird- **Maya Angelou**
- Failure of Communication- **Judith Wright**


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Select Bibliography:

1. Abrams M.H. 1957. *A Glossary of Literary Terms*. Madras: Macmillan India Press.
2. Drew Elizabeth. 1959. *Poetry- A Modern Guide to Its Understanding and Enjoyment*. Dell Publishing Co.
3. Lennard John. 2005. *The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism*. OUP.
4. Moon Brian. 2001. *Studying Poetry: Activities, Resources and Texts*. NCTE.
5. Oliver Mary. 1994. *A Poetry Handbook*. Harcourt Brace & Company.
6. Williams Rhian. 2009. *The Poetry Tool Kit: The Essential Guide to Studying Poetry*. Bloomsburry
7. Wolosky Shira. 2001. *The Art of Poetry: How to Read Poem*. OUP.



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Criterion-I 1.4.1 Communication by Head of the Department in Economics of the College to the Chairman of Board of Studies in Economics of Savitribai Phule Pune University Pune & the Action taken Report by the University.

①

Prof. Dr. Rajendra A. Rasal
Head, Department of Economics
CSM's Arts and Commerce College Chakan,

To,
Hon. Chairman,
Board of Studies, Economics,
Savitribai Phule Pune University Pune.

Subject: Suggestion on Restructuring of Economics Curriculum and Action taken by BOS in Economics.

Along with the establishment of the Board of Studies in Economics under the new University Act, curriculum restructuring has begun. Due to the lack of changes in the curriculum for many years, there has been stagnation in his case. Economic changes are taking place at the national and global level. This change is expected to be reflected in the curriculum of Economics. The Nature of economics courses should not be only theoretical discussion but should add practical utility to it.

Taking into consideration the current courses of economics subject (BA), some expectations and suggestions regarding the new course are as given below. It is requested to accept the suggestions which Board find appropriate.

Dr. Rajendra A. Rasal

Response for Suggestion on Restructuring of Economics (B.A.) Curriculum:

1. While restructuring the Economics (B.A.) curriculum, it should not be limited to changing the syllabus. Curriculum consists of four components namely goals and objectives, syllabus, teaching and evaluation. All these four components should be changed simultaneously to improve the quality of the curriculum.

BOS Action Taken:

In new revised Economics (B.A.) curriculum goals and objectives, syllabus, teaching and evaluation are given clearly.




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2. One of the goals of higher education is gainful employment. For guiding the students of Economics for self employment the topic agriculture-based industries, agriculture complementary businesses, organic agriculture, entrepreneurship development, demand forecasting, profit, break even analysis and other useful Topics or Study components should be included in the curriculum.

BOS Action Taken:

Topic related to agriculture-based industries, agriculture, entrepreneurship development are included in the curriculum.

3. If there is repetition in some papers of Economics (B.A.), then some such Topics or Study components should be omitted and a new Topics or Study components should be included.

A. For example, the same topics are covered in different ways in all the three different papers of B.A. Economics. Instead, it will be convenient and useful for students to include all aspects of that Topic in a single paper.

i. S.Y.B.A. Special Paper-II (Fiscal Policy-Meaning, Definition, Instruments, Benefits, Business cycle and Fiscal controls)

ii. T. Y.B.A. Special Paper-III (Fiscal Policy-Objectives, Instruments, Constraints and Fiscal Policy in Cyclical Fluctuations)

iii. T. Y.B.A. Special Paper-IV (Fiscal Policy-Meaning, Role Objectives, Constraints, Fiscal Policy in Developing Economies and Review of Fiscal Policy in India since 2001)

B. The content of the following two Topics are same. One of them should be omitted from a syllabus.

i. S.Y.B.A. Special Paper-II (Instruments of Monetary Policy)

ii. S.Y.B.A. General Paper-II (Measures of Credit Control)

BOS Action Taken:

The same topics which are covered in different ways in all the three different papers of B.A. Economics are omitted and avoided repetition.

4. With the B.A. Economics students, the students of Political Science, History or other special subjects also opt Economics at general Level in B.A. While deciding the syllabus of Economics General Paper of all the three years it should be taken into consideration. E.g. T.Y.B.A. General




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Paper-III covers two chapters on theories of economic development and approaches to economic development. It would be appropriate to omit those theoretical chapters from General Paper and redesign the entire paper. This paper was also abandoned earlier. The format of all the three general papers should be decided afresh and there should be coherence in it.

BOS Action Taken:

These theoretical chapters are omitted from General Paper and the structure of all the three general papers decided afresh and there should be coherence in it.

Old General Papers	New General Papers
1. Indian Economy: Problems and Prospects	1. Indian Economic Environment
2. Modern Banking	2. Financial System
3. Economic Development and Planning	3. Indian Economic Development
	No theoretical chapters are included

5. While planning a course at any level (e.g. graduation) it has to be done keeping in mind the courses at the previous level (e.g. 11th, 12th) and the next level (e.g. post graduation). Otherwise there is a possibility of duplication. Some of the topic in the current 11th, 12th syllabus has been taken up in the degree level syllabus with minor changes. Some of the topics in the 11th and 12th syllabus are included in the current B.A. economics curriculum. It is necessary to try to avoid duplication.

BOS Action Taken:

While constructing Curriculum of B.A. Economics BOS omitted some topics like Credit creation of commercial bank and Instruments of credit control which are in 11th, 12th Curriculum.

The principles of curriculum design are given by experts. If the curriculum is designed keeping it in mind, there is no doubt that the curriculum will be of qualitative and in tune with the changing times.




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7/28/23, 9:55 AM

Welcome to Rediffmail: Inbox

(4)

rediffmail

Mailbox of ra.rasal

Subject: Suggestions for Revision of B.A. Economics Curriculum

From: Rajendra Achyuttrao Rasal <ra.rasal@rediffmail.com> on Tue, 26 Mar 2019 20:38:44

To: "bobademv1961@rediffmail.com" <bobademv1961@rediffmail.com>

1 attachment(s) - Rasal-_Suggestions__for_Eco._Curriculum.pdf (150.96KB)

To,
Chairman, BOS in Economics,
Savitribai Phule Pune University Pune.

Madam,
I am sending herewith some suggestion
for Revision of B.A. Economics Curriculum.
Accept those suggestions which BOS find
it useful.
Thank you.
Rajendra A Rasal



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SAVITRIBAI PHULE PUNE UNIVERSITY

(formerly University of Pune)

F.Y.B.A. in Economics

SYLLABUS

(Credit and Semester System)

(To be implemented from the Academic Year, 2019-20)


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F.Y.B.A. Economics

G-I Indian Economic Environment

Annexure –II

1) Title of the course:

Class: F.Y.B.A.

Subject: Economics.

Title: Year of Implementation: From June - 2019

2) Preamble of the syllabus:

The proposed curriculum is with an objective to enhance the existing syllabus, make it contextual as well as applicable and to incorporate all the latest changes in the national economy. The board examined the short comings of the existing syllabus and expressed the need to change it. While doing so the board analyzed other curricula of existing universities in respective subjects in terms of content, relevance, quality and pattern of teaching that has been synthesized in the present proposal. While framing the draft of syllabus, guidance from industrial experts and professionals was sought.

The present era is that of structural transformation especially within the country. Moreover fast changing international scenario and approach of other countries towards our human resource makes it mandatory for the educational system to impart latest knowledge to our students, so that they are prepared to merge themselves in the challenging economic and corporate environment.

Hence, a change in the paper and restructuring of syllabus becomes imperative. The syllabus needs to be holistic in nature. It should be contextual and clear the basics of economics but at the same time it should teach application of the theories in day to day life.

In the modern world, competition is an inseparable part of our lives. To inculcate a competitive spirit among the students, the syllabus should include all the recent advancement with in and out of the country with its pros and cons.

3) Objectives of the paper


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- To familiarize the students with the recent developments in the Indian Economy
- To provide the students with the background of the Indian Economy with focus on contemporary issues like economic environment.
- To help the students to prepare for varied competitive examinations
- To enable students to understand and comprehend the current business scenario, agricultural scenario and other sectorial growth in the Indian context. To make the student aware of the developments such as MSMEs, Digital Economy, E-Banking, BPO & KPO, etc.

Programme Outcome:

- Ability to develop an understanding of the economic environment and the factors affecting economic environment.
- Ability to develop awareness on the various new developments in the different sectors of an economy – agriculture, industry, services, banking, etc.
- Ability to compare and contrast Indian Economy with other world economies.
- At the end of the course, the student should be able discuss and debate on the various issues and challenges facing the Indian Economic Environment.

4) Introduction:

Semester system with the pattern of 70:30

5) Eligibility:

Students who have passed 12th standard from any stream with minimum 35% of marks in all the subjects. (as per the rule of affiliating SPPU)

6) Examination:

A) Pattern of examination: 70:30

- Internal university examination of 70 marks with internals of 30 marks
- Pattern of question paper: pattern for 70 marks
 - Question Number 1: 8 questions to be answered out of 10 with total marks 16
 - Question Number 2: 4 questions to be answered out of 6 with total marks of 16
 - Question Number 3: 3 questions to be answered out of 4 with total marks of 18
 - Question Number 4: 2 questions to be answered out of 3 with total marks of 20
- Duration for 70 marks: 3 Hrs



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- iv) Pattern for 30 marks:
- Internal exam (20 marks)
 - PPT (oral or poster)/ Project work/Assignments/visits (10 marks)
- v) Unit wise classification of marks

Unit	Name of the Chapter	Distribution of marks
Semester 1		
Unit 1	Introduction	23
Unit 2	Agricultural Environment	23
Unit 3	Industrial Environment	24
Total		70
Semester 2		
Unit 1	Service Sector Environment	20
Unit 2	Banking Environment	25
Unit 3	Overview of Indian economy	25
Total		70

B) Standard of Passing:

To pass, the candidate must obtain at least 40% in individual subjects, in internal assessment and in university examination each in all the papers.

C) ATKT rules

As per the rules of SPPU, a student can have maximum two papers as backlog and go to second year.

D) Award of Class:

- Those successful candidates who obtained 40 % and above of the total aggregate marks in all subjects for internal assessment and university examination taken together at one and same sitting, shall be placed in Pass Class.
- Those successful candidates who obtained 50 % and above of the total aggregate marks in all subjects for internal assessment and university examination taken together at one and same sitting, shall be placed in Second Class.
- Those successful candidates who obtained 55 % and above of the total aggregate marks in all subjects for internal assessment and university examination taken together at one and same sitting, shall be placed in Higher Second Class.

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- iv. Those successful candidates who obtained 60 % and above of the total aggregate marks in all subjects for internal assessment and university examination taken together at one and same sitting, shall be placed in First Class.
- v. Those successful candidates who obtained 70 % and above of the total aggregate marks in all subjects for internal assessment and university examination taken together at one and same sitting, shall be placed in First Class with
- E) External students:
The students who appear for the examinations without attending any college and take admission in the university as external students will be considered as external students.
- F) Setting of question paper/pattern of question paper
Question papers will be set by the panel of paper setters appointed by Savitribai Phule Pune University.
- G) Verification/ revaluation
Verification and or revaluation will be done by panel appointed by Savitribai Phule Pune University.
- 7) Structure of the course
- a) Compulsory paper:
Only one paper will be given without and optional subject
- b) Optional paper
No subjects are optional.
- c) Medium of instructions:
Medium of instruction for the paper will be both Marathi and English.

Structure of the entire course

BA Economics			
FY	G1	Indian Economic Environment	2019-20
SY	G2	Financial System	2020-21
SY	S1	Micro Economics	2020-21
SY	S2	Macro Economics	2020-21
TY	G3	Public Finance	2021-22
TY	S3	International Economics	2021-22
TY	S4	Economics of Development	2021-22

- 8) Equivalence of previous syllabus with the proposed syllabus

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The revised syllabus has changes in the name of the paper, topics and sub topics offered as compared to the old syllabus. The paper will make the syllabus more comprehensive and modified to suitably align with the changing Indian scenario. The paper will set an apt background for students to comprehend knowledge of economics in their academic career and apply the knowledge in their life.

9) University terms

Academic calendar of the affiliating university will be followed.

10) Subject wise detail syllabus

Semester 1		
Units	Name and sub titles of the Chapter	No of lectures
Unit 1	Introduction	16
	1.1 Meaning, Factors affecting Economic Environment- Economic, Political, Technological, Social & Cultural	08
	1.2 Challenges to Indian Economy: Natural Resources, Energy Resources, Education, Health, Environment	04
	1.3 Comparison of Indian Economy with the World Economy- Population, Agriculture, Industry and Service Sector	04
Unit 2	Agricultural Environment	16
	2.1 Role of Agriculture in Indian Economy	04
	2.2 Challenges to Indian Agriculture-Productivity, Rural Credit, Marketing, Rural Entrepreneurship	08
	Recent Trends in Indian Agriculture: Cropping pattern, Technology, Crop Insurance, Water Management, Agri-Business	04
Unit 3	Industrial Environment	16
	3.1 Role of Industry in Indian Economic Development	04
	3.2 Industrial Policy Resolution, 1991- Liberalization, Privatization and Globalization (LPG)	03
	3.3 Challenges to Indian Industry-Labour & Employment, Regional Imbalance, Finance, Technology	03
	3.4 Micro, Small and Medium Enterprises (MSME)- Definition & Role	03
	3.5 Recent trends in Indian Industry- Indian Multinationals & New Policies	03
Semester 2		
Unit 1	Service Sector Environment	12
	1.1 Role and Growth of Service Sector in Indian Economy	02


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	1.2 Challenges to Indian Service sector- Business-based & Knowledge-based Sector, Education sector, Health sector, Insurance, Tourism, Banking	06
	1.3 Recent Trends in Indian Service Sector- Digital Economy, E-Commerce, E- Finance	04
Unit 2	Banking Environment	18
	2.1 Banking- Definition, Functions, Changing Structure of Banking in India- New Private Banks, Small Banks, Payment Banks	08
	2.2 Bank Accounts- Types, Procedure and Operation of Accounts	05
	2.3 Recent Trends in Indian Banking Environment- E-Banking, E- Wallets, Bank Mergers and Amalgamations	05
Unit 3	Overview of Indian economy	18
	3.1 Challenges of Indian Economy- Poverty, Employment, Inequality, Informal Sector	09
	3.2 Policy Measures (Two-Three recent Programmes)- Poverty Alleviation Programmes; Employment Generation Programmes; Agriculture Development Programmes, Skill Development Programmes	09

11) Recommended books

Semester I: Basic Reading List

- Agrawal A.N., Problems of Development & Planning, (Latest Edition)
- Ashwani Mahajan, 'Indian Economy' S. Chand & Company Ltd., New Delhi.
- Cherunilam Francis, 'Business Environment-Text and Cases' Himalaya Publishing House(Latest Edition)
- Faisal Ahmed 'Business Environment: Indian and Global Perspective' PHL Learning Pvt. Ltd. (Latest Edition)
- Fernando A.C. (2014) 'Business Environment' Pearson Education,
- Misra & Puri, 'Business Environment', Himalaya Publication House, Mumbai. (Latest Edition)
- Misra & Puri, 'Indian Economy', Himalaya Publication House, Mumbai. (Latest Edition)

Recommended Reading

- Asian Development Bank (2009) 'Urban Poverty in India' BS Books


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(12)

- Amit Kumar (2013) 'SMEs in India in post-1990s Era: Challenges and Opportunities, LAP Lambert Academic Publishing
- Das Keshab (2011) 'Micro and Small Enterprises in India: The Era of Reforms' Routledge India
- Gopal and Suman Banhri (2013) Indian Economy Performance and Policies. Pearson Publication Delhi.
- C.S.Prasad(2006) 'Sixtyyears of IndianAgriculture'New Century Publication, NewDelhi
- Indian Institute of Banking and Finance (2011) 'Small and Medium Enterprises in India' Taxmann
- Jaya PrakashPradhan (2008) 'Indian Multinational in the World Economy: Implications for Development', Bookwell Publications
- JagdishBhagwati, ArvindPangariay (2013) 'Reforms and Economic Transformation in India' OUP
- MohantyPrasanna (2014) 'Cities and Public Policy' Sage Publications
- Prakesh B.A. (2011) The Indian Economy Since 1991 Economic Reforms and performance, Pearson Publication Delhi.
- Thorat S. K (2008) 'Reservation in Private Sectors' Rawat Publications, ND

Semester II: Basic Reading List

- Agrawal A.N., Problems of Development & Planning, (Latest Edition)
- Ashwani Mahajan, 'Indian Economy' S. Chand & Company Ltd., New Delhi.
- Cherunilam Francis, 'Business Environment-Text and Cases' Himalaya Publishing House(Latest Edition)
- Faisal Ahmed, 'Business Environment: Indian and Global Perspective' PHL Learning Pvt. Ltd. (Latest Edition)
- Fernando A.C. (2014) 'Business Environment' Pearson Education,
- Misra& Puri, 'Business Environment', Himalaya Publication House, Mumbai. (Latest Edition)
- Pathak, Bharati [2009] 'The Indian Financial System', 'Pearson Education Publication, New Delhi.

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SAVITRIBAI PHULE PUNE UNIVERSITY
(Formerly University of Pune)

S.Y.B.A. Economics Syllabus

(Choice Based Credit System and Semester System)

Revised Syllabus will be implemented with effect from the academic year 2020-2021

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Paper	Semester	Title of the Paper
G -2	III & IV	Financial System
S -1	III & IV	Micro Economics
S -2	III & IV	Macro Economics


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SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE
Choice Based Credit System (CBCS) Course Structure

Faculty of Humanities

B.A. Second Year Syllabus

Semester Pattern Effective from 2020-21

Subject: **Economics**

Semester	Core Course	Paper No	Name of Paper	Lectures / week	Total No. of Lectures	CA Marks	ESE Marks	Total	Credits
Semester III	Economics DSE – 1A	S1	Micro Economics - I	4	55	30	70	100	3
	Economics DSE – 2A	S2	Macro Economics- I	4	55	30	70	100	3
	Economics CC-1C	G2	Financial System - I	4	55	30	70	100	3
	SEC-I SEC -2A		Basic Concept of Research Methodology - I	3	45	15	35	50	2
	Total			15	210	105	245	350	11
Semester IV	Economics DSE – 1B	S1	Micro Economics- II	4	55	30	70	100	3
	Economics DSE – 2B	S2	Macro Economics- II	4	55	30	70	100	3
	Economics CC -1D	G2	Financial System- II	4	55	30	70	100	3
	SEC-II SEC -2B		Basic Concept of Research Methodology - II	3	45	15	35	50	2
	Total			15	210	105	245	350	11
Grand Total (Sem. III & IV)				30	420	210	490	700	22

SEC = Skill Enhancement Course
CC - Core Course
CA - Continuous Assessment
ESE - End Of Semester Examination

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**S.Y.B.A. Economics (Revised Syllabus)
Choice Based Credit System (CBCS)**

G -2. Financial System

Preamble:

A financial system is a network of financial institutions, financial markets, financial instruments and financial services to facilitate the transfer of funds. It serves as a backbone of any economy. This paper aims to provide knowledge about the financial system in the country. It also aims to introduce international financial institutions operating in the global economy. The present era is the one with huge changes, development and challenges in every sector. This paper on financial system will also highlight some of the important changes taking place in the Indian financial sector.

Objectives (Course Outcomes) of the Paper:

- To understand fundamentals of modern financial system.
- To understand the recent trends and developments in banking system.
- To understand the role of the Reserve Bank of India in Indian financial system.
- To provide the knowledge of various financial and non-financial institutions.
- To provide the students the intricacies of Indian financial system for better financial decision making.

Method of Teaching:

Classroom lectures, Use of ICT, YouTube lectures, Online PPTs, Group Discussions, Teacher driven Power Point Presentations


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**Semester III
CC-1C - Financial System I**

Unit	Name and Contents	Number of Lectures
1	Indian Financial System	
1.1	Introduction: Meaning, Nature, Role and Importance of Indian Financial System.	12
1.2	Structure of Indian Financial System.	
1.3	Characteristics and Functions of Components of Indian Financial System.	
2	Banking in India	
2.1	Commercial Banks (Public Sector Banks, Private Sector Banks, Foreign Banks): Management, Organization and Functions.	10
2.2	Regional Rural Banks and Co-operative Banks: Evolution, Management and Organization, Loan Management, Functions, Problems and Measures to solve the problem.	
3	Financial Markets in India	
3.1	Classification of Financial Market.	12
3.2	Indian Money Market: Features, Functions and Instruments.	
3.3	Indian Capital Market: Features, Functions and Instruments.	
3.4	Foreign Exchange Market: Role and Importance.	
4	Important Financial Institutions	
4.1	Meaning and Importance of Financial Institutions.	14
4.2	Stock Markets: NSE and BSE: Meaning & Functions.	
4.3	Non-Banking Financial Intermediaries: Meaning and Functions.	
4.4	Role and Functions of Financial Institutions in India with reference to UTI, LIC, GIC	

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**Semester IV
CC -1D - Financial System II**

Unit	Name and Contents	Number of Lectures
1	Reserve Bank of India	12
1.1	Structure and Role of RBI in Indian Economy	
1.2	Major Functions of RBI.	
1.3	Monetary Policy: Tools and their Limitations.	
2	Other Financial Regulators in India	10
2.1	SEBI: Role and Functions.	
2.2	IRDA: Role and Functions.	
3	International Financial Institution	14
3.1	Role, Structure, Objectives and Functions of IMF.	
3.2	Role, Structure, Objectives and Functions of World Bank.	
3.3	Role, Structure, Objectives and Functions of Asian Development Bank.	
3.4	Role, Structure, Objectives and Functions of BRICS Bank.	
4	Recent Developments in Indian Financial Sector	12
4.1	Objectives and Outcomes of Changing Landscape of Banking Sector in India.	
4.2	Insolvency and Bankruptcy Code.	
4.3	Alternate Source of Finance.	
4.4	Risk Management in Banking Sector.	

Basic Reading List:

1. The Indian Financial System, Markets, Institutions and Services, Bharati V.Pathak, Kindle Edition.
2. Indian Financial System, Jaydeb Sarkhel, Seikh Salim, McGraw-Hill India Pvt. Ltd, Chennai, 2018.
3. Indian Banking, R. Parmehwaram & S. Natrajan , S. Chand Publishing, Delhi

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SAVITRIBAI PHULE PUNE UNIVERSITY

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T.Y.B.A. Economics Syllabus

(Choice Based Credit System and Semester System)

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

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T.Y.B.A. Economics
(Sem V & VI)

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


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

Preamble:

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

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


Course Learning Outcomes

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

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

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

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Recommended Books -

- Ragnar Nurkse, Problem of Capital Formation in Underdeveloped Countries.
- Sen Amartya (1970), Growth Economics, Penguin.
- Zhingan M.L.(1982), The Economics of Development and Planning. Vrinda Publication (P) Ltd.
- Adelman, I. (1961), Theories of Economic Growth and Development, Stanford University Press, Stanford.
- Avhad Suhas (2015), 'Economics of Growth and Development' (Marathi Edition) Success Prakashan, Pune
- Behrman, S. and T.N Srinivasan,(1995) Handbook of Development Economic, Vol. 1 to 3, Elsevier, Amsterdam,
- Chenery H. and T.N.Srinivasan, (1989) Handbook of Development Economics Vol1&2, Elsevier. Amsterdam.
- Dasgupta p. (1993) An Enquiry into Well Being and Destitution.
- Dhage S.K. (2015), Indian Economy (Marathi Edition) K.S. Publication,Pune.\
- Wavare A. (2017), Development and Planning Economics (Vikas va Niyojanache Arthshastra - Marathi Edition)
- Datir R.K.(2013), Vikas ani Paryavarniy Arthshastra, Nirali Prakashan, Pune.
- Rasal Rajendra (2020), Indian Economy (Marathi), Success Publication Pune, 7th edn.
- Ghatak,S.(1986), An Introduction to Development Economics,Allen and Unwin, London,
- Ghosh. B.N.(1982) Economic Development and Planning National Book House.
- Grillis M., D H. Perkins, M.Romer and D.R.Snodgrass (1992) Economic of Development (3rdEdition) W.W.Norton, New York.
- Patil J.F.(2014),Growth And Development economics (Vruddhi Va Vikasache Airthshastra, Phadke Prakashan - Marathi Edition)
- Higgins, Benjamin. (1959) Economic Development, W.W.Norton , New York
- Jennifer A. Elliott, (2013), An Introduction to Sustainable Development (Fourth Edition), Routledge Publication, London and New York.
- Kindleberger C.P.(1977),Economic Development (3rd Edition) McGraw Hill, New York.
- Jagdish Bhagwati,The Economics Of Underdeveloped Countries.
- Mahata J.K.(1964) Economic of Growth, Asia.
- Meaer and Baldwin(1970) Economic Development, Asia .
- Mehata J.K.(1971) Economic Development , Chaitanya.
- Kute Santosh and Rithe (2019) ,Demography , Prashant Publication Jalgaon.
- Mishra &Puri, Development and Planning- Theory And Practice, Himalaya.
- Meier, G.M. (1995) Leading Issue in Economic Development,6ed,Oxford University Press ,New Delhi,
- Todaro M.P. (1996) Economic Development (6th Edition) Longman, London.
- UNDP, Human Development Report [Latest]
- World Development Reports
- India Development Reports

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

Semester VI

Preamble:

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

Course Learning Outcomes

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

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

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



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Recommended Books -

- Ragnar Nurkse, Problem of Capital Formation in Underdeveloped Countries.
- Sen Amartya (1970) Growth Economics, Penguin.
- Zinghan M.L. (1982) the Economics of Development and Planning. Vrinda Pub.(P) Ltd.
- Adelman, I. (1961) Theories of Economic Growth and Development, Stanford University Press, Stanford.
- Avhad Suhas (2015), 'Economics of Growth and Development' (Marathi Edition) Success Prakashan, Pune
- Behrman, S. and T.N Srinivasan,(1995) Handbook of Development Economic, Vol. 1 to 3, Elsevier, Amsterdam,
- Chenery H. and T.N.Srinivasan, (1989) Handbook of Development Economics Vo1&2, Elsevier. Amsterdam.
- Dasgupta p. (1993) an Enquiry into Well Being and Destitution.
- Dattir R.K. (2013) Vikas ani Paryavarniy Arthshastra, Nirali Prakashan, Pune.
- Ghatak,S.(1986) An Introduction to Development Economics,Allen and Unwin, London,
- Ghosh. B.N.(1982) Economic Development and Planning National Book House.
- Grillis M., D H. Perkins, M.Romer and D.R.Snodgrass (1992) Economic of Development (3rdEdition) W.W.Norton, New York.
- Higgins, Benjamin. (1959) Economic Development, W.W.Norton , New York
- Jennifer A. Elliott, (2013), an Introduction to Sustainable Development (Fourth Edition), Routledge Publication, London and New York.
- Kindleberger C.P. (1977) Economic Development (3rd Edition) McGraw Hill, New York.
- Jagdish Bhagwati,The Economics Of Underdeveloped Countries.
- Mahata J.K. (1964) Economic of Growth, Asia.
- Meier and Baldwin (1970) Economic Development, Asia .
- Mehata J.K.(1971) Economic Development , Chaitanya.
- Mishra &Puri, Development and Planning- Theory And Practice, Himalaya.
- Meier, G.M. (1995) Leading Issue in Economic Development,6ed,Oxford University Press ,New Delhi,
- Todaro M.P. (1996) Economic Development (6th Edition) Longman, London.
- UNDP, Human Development Report [Latest]
- World Development Reports
- India Development Reports

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प्रा. डॉ. दिलीप कसबे
मराठी विभाग प्रमुख
कला व वाणिज्य महाविद्यालय
चाकण ता. खेड जि. पुणे
20/06/2019


प्रति,

मा. डॉ. शिरीष लांडगे
अध्यक्ष मराठी अभ्यास मंडळ
सावित्रीबाई फुले पुणे विद्यापीठ
गणेश खिंड पुणे-०७

विषय:- मा. शरद जोशी यांचे योगदान व डॉ. बाबासाहेब आंबेडकर यांच्या पत्रकारितेचे योगदान अभ्यासक्रममध्ये समाविष्ट करणे बाबत...
महोदय,

चाकण शिक्षण मंडळाचे संस्थापक आणि शेतकरी संघटनेचे संस्थापक मा.शरद जोशी यांनी शेतकऱ्यांसाठी मोठे योगदान दिले आहे. आमच्या महाविद्यालयातील प्राध्यापकांनी मा. शरद जोशी यांच्या चळवळीतील योगदान तसेच भारतीय घटनेचे शिल्पकार भारतरत्न डॉ. बाबासाहेब आंबेडकर यांच्या पत्रकारितेतील योगदानाविषयी जागृती निर्माण व्हावी. या विषयी अभ्यासक्रमात लेख असावा, असे सूचविले आहे. त्या अनुषंगाने विचार करून या विषयांचा अभ्यासक्रमात समाविष्ट करावा ही विनंती.
कळावे.

आपला


प्रा. डॉ. दिलीप कसबे
विभागप्रमुख
मराठी विभाग
बा.शि.म.चे कला व वाणिज्य महाविद्यालय
चाकण, ता. खेड, जि. पुणे




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Prof. Dr. Dilip Kasbe
Head,
Department of Marathi,
Arts and Commerce College, Chakan, Tal-Khed Dist-Pune

Date:-19/6/2019

To,
Hon. Prof. Dr. Shirish Landge Chairman,
Board of Studies in Marathi Savitribai Phule Pune University Pune-07

Subject -Request to include the contribution of Mr. Sharad Joshi in the reformation of lives of farmers and the contribution of Dr. Babasaheb Ambedkar in the field of Journalism

Respected Sir,

The founder of the Chakan Shikshan Mandal Mr. Sharad Joshi has fought for the welfare of farmers and contributed a lot to the reformation of their lives. The students of our college have suggested to include the informative article on the contribution of Mr Sharad Joshi in the lives of farmers .

In addition to this, the students have also suggested to include the contribution of the architect of Indian Constitution in the field of journalism.

I would like to request you to think seriously and positively to include the topics in the syllabus of B. Com 1

Thank you,



Principal
J.S.M's Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.

Yours,
Prof. Dr. Dilip Kasbe
Head,
Department of Marathi
CSM'S Arts and Commerce College,
Chakan Tal- Khed Dist -Pune



Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.

**सावित्रीबाई फुले पुणे विद्यापीठ
Savitribai Phule Pune University
(पूर्वीचे पुणे विद्यापीठ)**

डॉ. शिरीष राजाराम लांडगे पाटील
सदस्य : विद्यापरिषद
अध्यक्ष : मराठी अभ्यास मंडळ
प्रमणध्वनी क्र. : ९४०४९८०३२४
दूरध्वनी क्र. : ०२४२७-२५५३०४
ई-मेल : landageshirish@gmail.com



Dr. Shirish Rajaram Landage Patil
Member : Academic Council
Chairman : BOS in Marathi
Mobile No. : 9404980324
Phone No. : 02427-255304
E-mail : landageshirish@gmail.com

प्रति
मा. प्रा. डॉ. दिलीप कसबे
मराठी विभाग प्रमुख,
कला व वाणिज्य महाविद्यालय, चाकण ता. खेड जि. पुणे

दि. २५/६/२०१९

विषय - आभार पत्र...

महोदय,

आपण आणि आपल्या महाविद्यालयातील विद्यार्थ्यांनी सावित्रीबाई फुले पुणे विद्यापीठाच्या मराठी विषयाच्या अभ्यासक्रमासाठी काही मौलिक सूचना पाठविल्या. आपल्याला धन्यवाद.

आपण आणि आपल्या विद्यार्थ्यांनी प्रथम वर्ष वाणिज्य (मराठी) या वर्गाच्या विषयासाठी मा. शारद जोशी यांच्या चळवळीतील योगदान तसेच भारतीय घटनेचे शिल्पकार भारतरत्न डॉ. बाबासाहेब आंबेडकर यांच्या पत्रकारितेतील योगदानाविषयी मन्वंतर घडवणारी पत्रकारिता हे लेख प्रथम वर्ष वाणिज्यच्या अभ्यासक्रमात समाविष्ट करण्यात आले आहेत.

या सूचनांचा अभ्यासक्रम निर्मितीसाठी उपयोग झाला. उच्च शिक्षणामध्ये अभ्यासक्रम निर्मितीच्या प्रक्रियेमध्ये शिक्षक आणि विद्यार्थ्यांच्या अपेक्षांना महत्त्वाचे स्थान आहे. हे लक्षात घेऊन आपण सजगतेने विद्यार्थ्यांना प्रोत्साहीत केले. त्याबद्दल आपले आभार व्यक्त करतो, भविष्यातही असेच सहकार्य मिळेल, ही अपेक्षा!

कळाचे



Principal
C.S.M.'s Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.

आपला विश्वासू

(डॉ. शिरीष लांडगे)

महाविद्यालय : जिजामाता शास्त्र व कला महाविद्यालय, ज्ञानेश्वरनगर, पो. भेंडे, ता. नेवासा, जि. अहमदनगर
निवास पत्ता : १११२४, कौसल्या, सुभाष कॉलनी, श्रीरामपूर, जि. अहमदनगर
College : Iijamata College of Science & Arts, Dnyaneshwarnagar, A/P Bhende Tal-Newasa, Dist-Ahmednagar
Resi. Address : 11124, Kausalya, Subhash colony, Shrirampur, Dist-Ahmednagar

Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.

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To,
Dr Dilip Kasbe,
Head of the Department in Marathi
Arts and Commerce College,
Chakan Tal- Khed Dist- Pune

Date:-25/06/2019

Subject- Letter of thanks Respected sir, we are very grateful to you and your students for making valuable suggestions regarding the restructureing syllabus in Marathi.

Respected Sir,

As per the suggestions made by the students of your college the articles including the contribution of Mr. Sharad Joshi in the reformation of farmers lives and the architect of Indian constitution, Bharat Ratna Dr.Babasaheb Ambedkar in the field of journalism is also included in the syllabus of B.Com I.

The suggestions made by you and the students of your college were beneficial for the restructuring of the syllabus. The expectations of students and teachers are very significant in the process of syllabus making. You have motivated the students to participate in the process. We are really grateful to you for this endeavour. In the future we will coordinate with each other for the welfare of the education system.

Thank you,

Yours,

Dr. Shirish Landge



Principal

C.S.M's Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.



Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.

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**Chakan Shikshan Mandal's
Arts & Commerce College, Chakan, Tal. Khed, Dist. Pune
Teacher's Feedback on Syllabus
(2018-19)**

Name of the Teacher: ...Dr. Kasbe Dilip Karbhari.....

Department: -Marathi.....

Sr No	Particulars	Strongly agree	Agree	Disagree	No opinion
1.	The learning objectives are clear and appropriate to the needs of the students.	✓			
2.	The syllabus is well organized and easy to follow.	✓			
3.	It would be easy for a new instructor to teach this course.	✓			
4.	The study materials are easily available.	✓			
5.	Syllabus is job oriented.		✓		
6.	Syllabus is revised by the university as per the requirement of the stakeholders.	✓			
7.	The opinions of the Teaching staff are taken into consideration, while framing the syllabus.	✓			
8.	Give suggestion (if any)	Sarad Joshi the founder of Setkari Sanghatana and Dr. Babasaheb Ambedkar thoughts and literature include in new syllabus.			

Place : Chakan

Date : 15/12/2018



[Signature]
Principal
C.S.M.'s Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.

[Signature]
Signature

Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.

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Chakan Shikshan Mandal's
Arts & Commerce College, Chakan, Tal. Khed, Dist. Pune
Teacher's Feedback on Syllabus
(2018-19)

Name of the Teacher: Prof. Deshmukh Vikas Makund.

Department: History

Sr No	Particulars	Strongly agree	Agree	Disagree	No opinion
1.	The learning objectives are clear and appropriate to the needs of the students.	✓			
2.	The syllabus is well organized and easy to follow.	✓			
3.	It would be easy for a new instructor to teach this course.	✓			
4.	The study materials are easily available.	✓			
5.	Syllabus is job oriented.		✓		
6.	Syllabus is revised by the university as per the requirement of the stakeholders.		✓		
7.	The opinions of the Teaching staff are taken into consideration, while framing the syllabus.		✓		
8.	Give suggestion (if any)	Leader of Shetkari Sakhetna Sharad Joshi & dr. Babasabai Ambedkar's literature include in New syllabus.			

Place: Chakan

Date: 15/12/2018



[Signature]
Principal
C.S.M.'s Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.

[Signature]
Signature

Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.



Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.

सावित्रीबाई फुले पुणे विद्यापीठ, पुणे
प्रथम वर्ष वाणिज्य
मराठी अभ्यास पुस्तक : प्रथम सत्र
२०१९ पासून



उत्कर्षवाटा

संपादक

डॉ. शिरीष लांडगे
मराठी विभाग प्रमुख,
जिजामाता शास्त्र व कला महाविद्यालय, ज्ञानेश्वरनगर,
पो. भेंडे, ता. नेवासा, जि. अहमदनगर

डॉ. तुकाराम रोंगटे
मराठी विभाग प्रमुख, मराठी विभाग, पुणे
सावित्रीबाई फुले पुणे विद्यापीठ, पुणे

डॉ. राजेंद्र सांगळे
सहयोगी प्राध्यापक,
व्ही. एन. नाईक एज्युकेशन सोसायटीचे
आर्ट्स, कॉमर्स अँड सायन्स कॉलेज,
शरणपूर, नाशिक



Pat

Principal

C.S.M.'s Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.



शब्दालय प्रकाशन, श्रीरामपूर

Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.

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Savitribai Phule Pune University, Pune
 First Year Commerce
 Marathi Text-Book : Semester-I
 Since 2019

Utkarshawata

Editor

Dr. Shirish Landge

Head of Department Marathi
 Jijamata Science & Arts College, Dnyaneshwarnagar
 Po:- Bhende, Tal:-Nevasa, Dist:- Ahamadnagar

Dr.Tukaram Rongate

Department of Marathi
 Savitribai Phule Pune University,
 Pune.

Dr. Rajendra Sangale

Associate Professor
 V.N.Naik Education Society's
 Arts, Commerce & Science
 College Sharanpur, Nashik.

Shabdhalaya Publication, Shrirampur



Principal

C.S.M.'s Arts & Commerce College
 Chakan, Tal-Khed, Dist-Pune.

Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.

- मा. डॉ. भारती रेवडकर
मराठी विभाग प्रमुख
श्री शिवाजी महाविद्यालय
बाशी, ता. बाशी,
जि. सोलापूर
 - मा. डॉ. जया कदम
मराठी विभाग प्रमुख
मृगुटराव साहेबराव काकडे
महाविद्यालय
सोमेश्वरनगर, जि. पुणे
 - ना. सौ. सुनिताराजे पवार
प्रकाशक, संस्कृती प्रकाशन
६८८, नारायण पेठ
आर्या बळवंत चौक, पुणे
 - मा. डॉ. भास्कर ढोके
मराठी विभाग प्रमुख
एस. व्ही. के. टी. महाविद्यालय
देवळाली कॅम्प, नाशिक
 - मा. श्री. सुशान्त देवळेकर
नालासोपारा, ता. वसई, जि.
ठाणे ४०१ २०३
- निमंत्रित तज्ज्ञ
- प्राचार्य डॉ. दिलीप धोंडगे
कर्मवीर आबासाहेब तथा ना.
म. सोनवणे कला, वाणिज्य व
विज्ञान महाविद्यालय, सटाणा,
जि. नाशिक
 - मा. डॉ. सुधाकर शेलार
प्रमुख, मराठी संशोधन केंद्र
अहमदनगर महाविद्यालय,
अहमदनगर
 - मा. डॉ. एकनाथ पगार
सेवानिवृत्त मराठी विभागप्रमुख
कै. रामसव आहिर कला व विज्ञान
महाविद्यालय, देवळा, नाशिक
 - मा. डॉ. दिलीप कसवे
मराठी विभाग प्रमुख
कला व वाणिज्य महाविद्यालय,
चाकण, ता. खेड, जि. पुणे



Principal

C.S.M.'s Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.



Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.

Hon'ble Dr. Bharatiya Revadkar
Head of Marathi Department,
Shri Shivaji College,
Barshi, Taluka Barshi
District Solapur

Hon'ble Dr. Bhaskar Dhoke.
Head of Marathi Department
S.V.K.T.College
Devlali camp, Nashik.

Hon'ble Dr. Jaya Kadam
Head of Marathi Department,
Mugutrao Sahebrao Kakade College
Someshwarnagar Dist- Pune.

Hon'ble Mr. Sushant Devalekar
Nalasopara, Tal-vasai, Dist-Thane,
401 203

Hon'ble Ms. Sunita Raje Pawar
Publisher Sanskriti publication
688 Narayan Peth
Appa Balwant Chowk, Pune.

Invited Expert

Prin. Dr. Dilip Dhondge
Karmaveer Abasaheb or N.M. Sonwane
Arts, Commerce and Science College,
Satana, Dist- Nashik.

Hon'ble Dr. Eknath Pagar
Retired Head of Department of Marathi
Late Ramrao Aher
Arts and Science College, Devla, Nashik.

Hon'ble Dr. Sudhakar Shelar
Head of Marathi Research Center,
Ahmednagar College, Ahmednagar.

Hon'ble Dr. Dilip Kasbe,
Head of Marathi Department,
Arts and commerce college, Chakan.
Tal-khed, Dist-Pune.




Principal
C.S.M.'s Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune

Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.

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अनुक्रम

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२. केली पण शेती
विनायक पाटील
३. ज्ञानयुगातील नेतृत्व
विवेक सावंत
४. चला जरा काम करू
राजेश मंडलिक

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१०. मार्ग शोधताना
निलिमा मिश्रा



Principal

S.M's Arts & Commerce College, Chakan, Tal-Khed, Dist-Pune.

Principal

Principal

S.M's Arts & Commerce College, Chakan, Tal-Khed, Dist-Pune.



Criterion-I 1.4.1 Communication by Head of the Department in Marathi of the College to the Chairman of Board of Studies in Marathi of Savitribai Phule Pune University Pune & the Action taken Report by the University.

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Principal

C.S.M's Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.



Criterion-I 1.4.1 Communication by Head of the Department in Commerce of the College to the Chairman of Board of Studies in Commerce of Savitribai Phule Pune University Pune & the Action taken Report by the University.

Dr. Bhaskar Haribhau Jangale
Chairman , BOS ,
Banking , Finance & Insurance
Savitribai Phule Pune University Pune
Date :- 04/04/2020

To,

Prof. Dr. D.S. Tambe,
Head, Department of Commerce
CSM's Arts and Commerce College Chakan,
Tal. Khed, District Pune

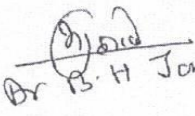
Sir,

Thank you very much for your letter regarding suggestions made by the students for the syllabus of Banking and Finance at the undergraduate level. The Board of Studies in Banking, Finance and Insurance will discuss the suggestions in the meeting of the BOS and decide to incorporate the useful topics from the topic suggested by your student.

Thank you


Principal
C.S.M's Arts & Commerce College
Chakan, Tal-Khed, Dist-Pune.




Dr. B. H. Jangale
Chairman,
BOS, Banking finance & Insurance
S.P.P.U. Pune.

Criterion-I 1.4.1 Communication by Head of the Department in Commerce of the College to the Chairman of Board of Studies in Commerce of Savitribai Phule Pune University Pune & the Action taken Report by the University.



CHAKAN SHIKSHAN MANDAL'S

Arts & Commerce College, Chakan

Agarwadi Road, A/P Chakan, Tal. Khed, Dist. Pune - 410 501

B+ NAAC Re-accredited

Affiliated to Savitribai Phule Pune University, (I. D. No. PU/PN/075-1989)

Website : www.csmaccc.com | Phone : 8087767451 | Email : csmaccc@rediffmail.com

Ref No CSMACCC / /20

Date : 20/3/2020

To,
The Chairman,
BOS, Banking, Finance and Insurance,
Savitribai Phule Pune University, Pune.

Sub : Regarding the suggestion in the syllabus of Banking and Finance.

Sir,

We have taken the feedback of our college students regarding the present syllabus of Banking and Finance at undergraduate level (B.Com.). It is observe that they have made the following suggestions regarding the topic to be included in the syllabus of Banking and Finance.

1. Challenges before Banking Sector in India.
2. Loan Schemes of Bank
3. Cyber Crime in India
4. Projects on Banking
5. Digitalization in Banks

These topics are useful for the students of Banking and Finance. Add these in the new syllabus if the BOS find it useful.

Thank you.

Forwarded

[Signature]

Principal

C.S.M's Arts & Commerce Colleg.
Chakan, Tal-Khed, Dist-Pune.

[Signature]
Prof. Dr. D.S. Tambe,
Head, Department of Commerce
CSM's Arts and Commerce College Chakan,
Tal. Khed, District Pune

[Signature]

Principal

C.S.M's Arts & Commerce Colleg.
Chakan, Tal-Khed, Dist-Pune.



Received

[Signature]

24/03/2020

Chairman
BOS Banking, Finance & Insurance
S.P.P.U. Pune

Chairman
BOS Banking, Finance & Insurance
S.P.P.U. Pune

Principal,
Dr. Rajesh Latane
M. A. (English), SET, Ph.D
Mob. : 9423327281, 7972698175
Email : rslatane@gmail.com

Criterion-I 1.4.1 Communication by Head of the Department in Commerce of the College to the Chairman of Board of Studies in Commerce of Savitribai Phule Pune University Pune & the Action taken Report by the University.

Chakan Shikshan Mandal's
Arts & Commerce College, Chakan, Tal. Khed, Dist. Pune
Student's Feedback on Curriculum
 Year 2019-20

Name of the Student :- Mutke Pratik Kisan
 Class :- F.Y.B.Com Subject :- Computer

1. Are you satisfied with the present syllabus?

आपण सध्याच्या अभ्यासक्रमाबाबत समाधानी आहात का?

Yes/No

2. Do you expect some changes in the syllabus?

Yes/No

आपणाला अभ्यासक्रमात बदल अपेक्षित आहे का?

3. Do you feel that the syllabus is up to the mark?

Yes/No

चालू अभ्यासक्रम परिपूर्ण आहे का ?

4. Are you satisfied with the present course you have selected?

Yes/No

आपण निवडलेल्या अभ्यासक्रमाबाबत तुम्ही समाधानी आहात का ?

5. Do you get practical knowledge from the present syllabus ?

Yes/No

या अभ्यासक्रमाकडून व्यवहारिक ज्ञान मिळते का ?

6. 6 Suggestions (If any) –

Yes/No

काही सूचना असल्यास –

Pat

Challenges before Banking Sector and Digitalisation Banking Knowledge should be included in Banking Syllabus

Pratik
Signature of Students

Criterion-I 1.4.1 Communication by Head of the Department in Commerce of the College to the Chairman of Board of Studies in Commerce of Savitribai Phule Pune University Pune & the Action taken Report by the University.

**Chakan Shikshan Mandal's
Arts & Commerce College, Chakan, Tal. Khed ,Dist. Pune
Student's Feedback on Curriculum
Year 2019-20**

Name of the Student :- Thombare Madhuri Ashok

Class :- F.Y. B.Com Subject :- Mathematics

1. Are you satisfied with the present syllabus?

आपण सध्याच्या अभ्यासक्रमाबाबत समाधानी आहात का?

Yes/No

2. Do you expect some changes in the syllabus?

Yes/No

आपणाला अभ्यासक्रमात बदल अपेक्षित आहे का?

3. Do you feel that the syllabus is up to the mark?

Yes/No

चालू अभ्यासक्रम परिपूर्ण आहे का ?

4. Are you satisfied with the present course you have selected?

Yes/No

आपण निवडलेल्या अभ्यासक्रमाबाबत तुम्ही समाधानी आहात का ?

5. Do you get practical knowledge from the present syllabus ?

Yes/No

या अभ्यासक्रमाकडून व्यावहारिक ज्ञान मिळते का ?

6. 6 Suggestions (If any) – Bank loans & schemes processor. projects in Banking & Information about Cybercrime should be included in Banking syllabus.

Yes/No

काही सूचना असल्यास –

[Signature]

Thombare

Signature of Students