

Rayat Shikshan Sanstha's  
Savitribai Phule Mahila Mahavidyalaya, Satara.

Academic Year: 2021-22

**Core Values in Prescribed Syllabus (Human Values and Ethics)**

Sr. No	Name of Department	University Code of Paper	Name of the Paper	Human Values and Ethics Unit / Subunit
1	English		B. Com. I Compulsory English Module No.V-B	<ul style="list-style-type: none"><li>Why Does the Child Cry?-Mulk Raj Anand</li></ul> It is a story of a little child who lost his parents, home and friend
			B.A.II Compulsory English Module No.1-C	<ul style="list-style-type: none"><li>Mending Wall: Robert Frost</li></ul> Symbolic poem- People like to build walls. There should not be any difference among people .Walls in thoughts, Property, Caste, Creed, religion make men enemy of each other .One man one universe is a message given by poet. Integrity. Humanity, Love for all creatures is the key to happiness.
			B.A.II Compulsory English Module No. III-B	Whitewashing the Fence: Mark Twain The present story gives a value to hard work and confidence. We understood the difference between work and play. Impossible is possible when work together.

2	Hindi	B.A. I, Paper No. - I Code : DSC-A2	Optional Hindi	Unit No.- 1 In the syllabus of B.A. Part -1 Hindi, the humanist thought is expressed in the poem 'Bhikshuk'. The poem 'Ho Gayi Peer Parvat Si' raises voice against exploitation and conveys the message of rebellion against injustice.
		B.A. II, Paper No. - IV Code : DSC- C4	Hindi Sankavy tatha rashtriy Kavyadhara	Unit No.- 1, 2 & 3 The importance of Sustainable values in human life is explained in the poems of Sant Kabir, Rahim and Tukadoji.
3	History	B.A.-II SEMESTER - III 71228	PAPER III- HISTORY OF MODERN MAHARASHTRA (1900 to 1960)	a) Rise of Nationalism  MODULE-1 Socio-Religious Reform Movements a) Raja Ram Mohan Roy and Brahma Samaj b) Swami Dayanand Saraswati and Arya Samaj c) Swami Vivekanand and Ramakrishna Mission
		B.A.-II SEMESTER - III 73333	IDS PAPER I: SOCIAL REFORMS IN INDIA	MODULE-2 Mahatma Phule a) Educational and Social Work b) Satyashodhak Samaj c) Thoughts of Mahatma Phule
				MODULE-3 Rajashri Shahu Maharaj a) Educational and Social upliftment of lower classes b) Women's Rights c) Hostel Movement
				MODULE-4 Dr. Babasaheb Ambedkar a) Thoughts on Annihilation of Caste b) Mahad

				Incident and the Temple entry movement c) Social Justice and Indian Constitution
		B.A.-II DSC-D3 Paper No-III	<b>Social Issues in India</b>	<b>Socio-legal Issues</b>  <b>A) Human Rights; History Fundamental rights in Indian Constitution</b>
		B.A. III, Human Right DSE-E69, Paper. No. -X	Human Right	Human Right The Human Right Act is underpinned by the Core Value of Fairness, Respect, Dignity, and autonomy for all
4	<b>Sociology</b>	B.A.-III, Sociology of Religion DSE-E70 Paper-No.-XI	Sociology of Religion	<b>Indian Constitutions in India</b> <b>National Human Right Commission in India</b>
		B.A.-III, Sociology of Religion DSE-E70 Paper-No.-XI	<b>Religion in India</b>	Religion and Social Change Secularism and National Integration
		B.A.-III, Sociology of Religion DSE-E70 Paper-No.-XI		Buddhism, Hinduism, Islam, Jainism  Buddhism :- There are many core value Religion of Buddhism Religion. <b>The Four Noble Truth</b> 1. The truth of suffering (Dukkha) 2. Origin of suffering (Samudaya) 3. Nirodha 4. Magga <b>The Eight fold Path</b> 1. Right Understanding 2. Right Intention

		<ol style="list-style-type: none"> <li>3.</li> <li>4. Right Speech</li> <li>5. Right Action</li> <li>6. Right Livelihood</li> <li>7. Right effort</li> <li>8. Right Mindfulness</li> <li>9. Right Concentration</li> </ol>
	<p style="text-align: center;"><b>Religion in India</b></p>	<p>Hinduism Hindu Religion Core Value <b>Karma</b> Hindu philosophy only states that karma shapes one's future experiences, which is a scientifically acceptable statement. One's Karma is the cause behind an individual's behavioural manifestations and future experiences.</p> <p><u>Guru-shishya Parampara:</u> This tradition is very significant for the majority of Hindus. Through the God-realized living guru, the disciple realizes the highest spiritual wisdom and attains moksha. A sampradaya is defined as guru-shishya tradition – 'Sampradayaha Guru Kramaha', this means- 'Succession of gurus is called a sampradaya'.</p> <p>The Guru and Guru-shishya (master-disciple) tradition is a unique feature of Hinduism. Since Upanishadic times the guru has played the role of imparting spiritual (Para) and mundane (a Para) knowledge (vidya) to the disciple. The guru guides, inspires and also engages the disciple in the rigours of spiritual</p>

			<p style="text-align: center;"><b>Religion in India</b></p>	<p>sadhana and worldly knowledge. Through spiritual disciplines he aids the disciple in realizing the Divine and in fulfilling the four purusharthas of human life. For an aspirant bound by maya, self-realization and God-realization are not possible without an adept guru. The guru must be brahmanishtha (God-realized) and shrotriya (one who knows and has realized the true meaning of the shastras) in order to liberate the aspirant. The shishya or disciple must be humble and totally obedient with unflinching faith in the guru.</p> <p><b>Belief in One God:</b> The most important teaching of Islam is that only God is to be served and worshipped. Also, the biggest sin in Islam is to worship other beings with god.</p> <p><b>Jainism</b></p> <p><b>Non-violence (<i>ahimsa</i>) + Truth (<i>satya</i>)</b> Jains must always proclaim the truth. In a situation where speaking the truth can lead to violence, one must remain silent.</p> <p><b>Non-stealing (<i>asteya</i>)</b> The third vow states that one must never steal or take something, unless it was willingly offered. Attempting to steal is considered to be theft.</p>
5	Psychology	B.A.I	Foundations Of	<b>Curiosity</b>

		Psychology	<p>Helps to create curiosity in students to understand psychological concepts</p> <p><b>Ability</b></p> <p>The ability to understand the events of daily life from a psychological point of view increases</p> <p><b>Scientific approach</b></p> <p>Behavior in daily life helps to understand events in a scientific way</p> <p><b>Knowledge</b></p> <p>Helps to increase students' knowledge of various aspects of human behavior</p> <p><b>Kindness</b></p> <p>Positive emotions like gratitude and admiration, which people may feel when they see acting with compassion or kindness, can prompt people to help others.</p> <p><b>Morality</b></p> <p>Ethics helps to inculcate principles of conscience in students</p> <p><b>Self-regulation</b></p> <p><i>Students' self-regulation assists in learning and self-regulatory skills can be taught.</i></p> <p><b>Self Respect</b></p> <p>Helping people clarify what their lives are for and what is worth</p> <p><b>Understanding</b></p> <p>Information on various mental illnesses is</p>
	B.A.I	General Psychology	
	B.A.II	Psychology For Living	

			understood in a scientific way
			<p><b>Self-direction</b> Independent thought and action choosing, creating, exploring</p> <p><b>Benevolence</b> reservation and enhancement of the welfare of people with whom one is in frequent personal contact</p> <p><b>Achievement</b> Personal success by demonstrating competence according to social standards Working for. Its students to define their own values and to understand other self respect</p> <p><b>Security</b> Safety, harmony, and stability of society, of relationships, and of the self</p>
	B.A.II	Social Psychology	
	B.A.II	Modern Social Psychology	<p><b>Stimulation</b> - Excitement, novelty, and challenge in life</p> <p><b>Power</b>- Social status and prestige, control or dominance over people and resources.</p> <p><b>Empathy</b> Students develop a sense of cooperation and help in social life through a sense of humanity</p>
	B.A.II	Applied Psychology	<p><b>Stimulation</b> Excitement, novelty and challenge in life.</p> <p><b>Discourage</b></p>

			<p>In principals used to define and promote acceptable behavior and discourage unacceptable behavior in scientific work</p> <p><b>Self Control</b></p> <p>Students develop the ability to make decisions without being distracted by a problem</p> <p><b>Understanding</b></p> <p>Students can understand the emotional components of a relationship</p>
	B.A.I	Foundations Of Psychology	<p><b>Curiosity</b></p> <p>Helps to create curiosity in students to understand psychological concepts</p> <p><b>Ability</b></p> <p>The ability to understand the events of daily life from a psychological point of view increases</p> <p><b>Scientific approach</b></p> <p>Behavior in daily life helps to understand events in a scientific way</p>
	B.A.I	General Psychology	<p><b>Knowledge</b></p> <p>Helps to increase students' knowledge of various aspects of human behavior</p> <p><b>Kindness</b></p> <p>Positive emotions like gratitude and admiration, which people may feel when they see acting with compassion or kindness, can prompt people to help others.</p> <p><b>Morality</b></p> <p>Ethics helps to inculcate principles of conscience</p>



			in students
			<p><b>Self-regulation</b>  <i>Students' self-regulation assists in learning and self-regulatory skills can be taught.</i></p> <p><b>Self Respect</b>          Helping people clarify what their lives are for and what is worth</p> <p><b>Understanding</b>          Information on various mental illnesses is understood in a scientific way</p>
	B.A.II	Psychology For Living	
	B.A.II	Social Psychology	<p><b>Self-direction</b>          Independent thought and action choosing, creating, exploring</p> <p><b>Benevolence</b>          reservation and enhancement of the welfare of people with whom one is in frequent personal contact</p> <p><b>Achievement</b>          Personal success by demonstrating competence according to social standards working for. Its students to define their own values and to understand other self respect</p> <p><b>Security</b>          Safety, harmony, and stability of society, of relationships, and of the self</p> <p><b>Stimulation.</b>          Excitement, novelty, and challenge in life</p> <p><b>Power</b>          Social status and prestige, control or dominance over people and resources.</p> <p><b>Empathy</b>          Students develop a sense of cooperation and help</p>
		Modern Social Psychology	

				in social life through a sense of humanity
				<p><b>Stimulation</b> Excitement, novelty and challenge in life.</p> <p><b>Discourage</b> In principals used to define and promote acceptable behavior and discourage unacceptable behavior in scientific work</p> <p><b>Self Control</b> Students develop the ability to make decisions without being distracted by a problem</p> <p><b>Understanding</b> Students can understand the emotional components of a relationship</p> <p><b>National unity.</b></p> <p><b>Developing the personality</b></p>
6	Marathi	Aksharbandh Paper -01	<b>Chitrapat Mnhje Kaya</b>	

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**Core Values in Prescribed Syllabus (Gender Equality)**

Sr. No	Name of Department	University Code of Paper	Name of the Paper	Gender Equality Unit/Subunit
1	English	B.A. I, Paper No. - I Code : DSC-A2	B. A. I Opt. Eng P. No. I Module No.4-B	Short Story 4.Rebat: A story of 10 years old girl who want to go to school. The story deals with life and sufferings, and the tragic end of Rebat. Through the grandmother's blind and superstitious nature the writer has presented the traditional biased approach of society about women Men were allowed to get education but women were deprived of it. Writer wants to make us aware of this mal -practice and propagate for equal rights of men and women's education.
2	Hindi	B.A. II, Paper No. - VI Code : DSC- C28	Optional Hindi  Asmitamulak Vimarsh Tatha Hindi Pady Sahity	Unit No. 2 In Indian patriarchal culture, the work of exposing the injustice done to women is done by B.A. Part-2 Hindi 'Kitane Prashn Karun?' Is done in poetry.  Unit No. 3 The poem 'Bejagah' emphasizes gender equality..

3	History	B.A.II SEMESTER - III 71228	Opt. PAPER III- HISTORY OF MODERN MAHARASHTRA (1900 to 1960)	MODULE -3 Social Movements a) Peasants and Workers b) Women's rights c) Emancipation of Backward Classes
		B.A.II SEMESTER - IV 73420	Opt. IDS PAPER- II: SOCIAL REFORMS IN MAHARASHTRA	MODULE -2 Women Reformers a) Savitribai Phule b) Tarabai Shinde c) Pandita Ramaba
4	Economics	B.A.III Opt. Semester VI 75756	Course No. XII Ancient India (From 4th c. BC to 7th c. AD)	Module-4 Society and Culture a) Position of Women and Varna Structure (From Vedic period to Post-Gupta period)
		B.A.I, Paper – I, Economics Course – 1	Indian Economy	Unit No. – IV Population In India – Sex Ratio The sub content explains the meaning of sex ratio. The trend of sex Ratio in India. The factors affecting on sex ratio and the impacts of adverse sex ratio on society.
5	Marathi	B.A-I Shbadsanhita	'Napas mulanchi gosht' 'Sangmanerache divas'	Create awareness about national unity. Human values of freedom, equality, justice, interfaith
		Aksharbandh Paper -01	Chitrapat Mahje Kaya	National unity. Developing the personality

			Kaya Denjer Wara Sutlaa	<p><b>Promoting civility, culture, national unity and brotherhood through drama.</b></p> <p><b>Develop communication skills in students.</b></p> <p><b>Knowledge</b></p> <p>Helps to increase student's knowledge of various aspects of human behavior</p> <p><b>Kindness</b></p> <p>Positive emotions like gratitude and admiration, which people may feel when they see acting with compassion or kindness, can prompt people to help others.</p> <p><b>Morality</b></p> <p>Ethics helps to inculcate principle/value of conscience in students</p>
		BA-II Kavyagandh Paper -05	Narayan Surve Yanchi Kavita	<p>To get acquainted with Marathi poetic traditions and streams.</p> <p>Exploring the interrelationship between man and society that emerges from Marathi poetry.</p>
		BA-II (Novel ) Paper -06	Jugad	<p><b>Freedom, equality, Brotherhood, justice and humanism, increasing urbanization, unemployment, etc. values</b></p>
		BA-III Paper-09-14	Madhyaugin Marathi Wandmyacha Itihas	<p><b>Empathy, Equality, brotherhood, justice and humanism, devotional path, non-violence etc. human values are known.</b></p>

		BA-III Marathi vagaman Prakarache adhyayn : Lalait gady Paper - 11	Drustanpath & Mulkhavegli Mansa	Bhaktimarga, non-violence, Elimination of Caste Discrimination, Equality and Brotherhood. Humanism, empathy Self Control Understating
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**Core Values in Prescribed Syllabus (Environment and Sustainability)**

Sr. No	Name of Department	University Code of Paper	Name of the Paper	Environment and Sustainability Unit / Subunit
1	English	B.A. III, Special English P. No. - VIII/XIII	Understanding poetry	<ul style="list-style-type: none"><li>• Sonnet :To the Moon :Sir Philip Sydney The Moon is compared with Human being, Lover's and Moon's situation is equally considered by poet. It shows the powerful relation between environment and human.</li><li>• The Rime of the Ancient Mariner: S. T. Coleridge explains the importance of all creatures on the Earth. Every small and big creature in the word is God's creature. To kill or harm it is to challenge and defy God's will. The Ancient mariner's suffering is due to his commitment of the sin of killing the Albatross, a holy bird. Poem gives us message that everyone should respect all creatures and environment.</li><li>• A River: A.K.Ramanujan : Water Pollution should be avoided is a message given through the poem.</li></ul>
2	Hindi	B.A. I, Paper No. - II Code : DSC-A14	Optional Hindi	Unit No.- 4  The message given in the one-act play 'Sanskar aur Bhavana' is that Humanity is better than caste.

3	History	B.A.-II SEMESTER - III 73457	PAPER III- HISTORY OF MODERN MAHARASHTRA (1900 to 1960)	<p>MODULE -2 Major Issues and Events</p> <p>a) Agriculture Development with special reference to role of Vasantry Naik b) Industry –Sugar (Pravara Sugar Factory) and Milk (Aarey Dairy Mumbai) c) Natural Disasters (Earthquakes- Koyana 1967 and Latur 1993)</p> <p>MODULE -4 Educational Development a) Primary b) Secondary c) Higher and Technical Education</p>
4	Economics	B.A.III, Paper No.VIII, Code – DSE – E - 72	Economics of Development	<p>Unit No-I Environment &amp; Green Development – The sub content indicates the importance of environment conservation in economic development process of country. It illustrates the optimum use of resources without exploitation of nature.</p>
5	Geography	B.A. II, P. No. -IV DSC – D20	Business Environment	<p>Unit No-I Business Environment &amp; Sustainable Development The sub content states the significance of environment preservation in business development. It demonstrates the indicators of sustainable development.</p>
6	Environmental Studies	B.A. II, Compulsory course	Resources Geography	<p>Sustainable Resource Development</p> <p>Describe uneven resources distribution on earth and It gives the message to human community that use resources rationally and manage it for next human generation.</p> <p><b>Natural resources and associated problems:</b> The degradation of resources is taking place rapidly. It gives message to human beings that every person conserve it.</p>



				<p><b>Biodiversity and its conservation:</b>          The existence of biodiversity in the nature is necessary for survival of living creatures. It gives message to all human beings that each species has a value and a right to exist.</p>
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