



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## Criterion 1 - Curricular Aspects

### 1.2 - Academic Flexibility

1.2.1 Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented





Yeshwant Rural Education Society's

**Yeshwant Mahavidyalaya, Wardha**

NAAC Reaccredited Grade 'B'

---

## **BoS Minutes of Meeting**



**Rashtrasant Tukadoji Maharaj Nagpur University,  
Nagpur.**

**REVISED SYLLABUS PRESCRIBED FOR**

**M.A. ENGLISH**

**Part I and Part II**

**Semester Pattern Scheme of Examination  
for M.A. in English with NEP-20 Credit System  
(To be implemented from the session 2023-24)**



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Master of Arts (M.A.) English Part-I First Semester			
Code	Option	Title	Credits
1T1	Paper I Compulsory	English Poetry from Chaucer to the Eighteenth Century	04
1T2	Paper II Compulsory	English Drama from the Elizabethan Age to Restoration Period	04
1T3	Paper III Compulsory	The English Novel-I	04
1T4	Paper IV Compulsory	The English Prose-I	02
1T5 (A)	Paper V Elective (Any One)	Asian Literature	04
1T5 (B)		Travel Literature	
1T5 (C)		Dalit Literature	
1T6	Paper VI Compulsory	Research Methodology	04

Master of Arts (M.A.) English Part-I Second Semester			
Code	Option	Title	Credits
2T1	Paper I Compulsory	English Poetry from the Romantic to Postmodern Age	04
2T2	Paper II Compulsory	Modern English Drama	04
2T3	Paper III Compulsory	The English Novel-II	04
2T4	Paper IV Compulsory	The English Prose-I	02
2T5 (A)	Paper V Elective (Any One)	American Literature	04
2T5 (B)		Trauma Studies	
2T5 (C)		Tribal Literature	
	Skill Based Activity	On Job Training/Field Project	04

*S. Mereth*  
*Rand*  
*Supla*  
*Alak*  
*2*  
*2023*  
*20/07/2023*



Master of Arts (M.A.) English Part-II Third Semester			
Code	Option	Title	Credits
3T1	Paper I Compulsory	Indian Writing in English	04
3T2	Paper II Compulsory	Literary Criticism and Theory-I	04
3T3	Paper III Compulsory	Cultural Studies	04
3T4	Paper IV Compulsory	The English Essay	02
3T5 (A)	Paper V Elective	African and Afro-American Literature	04
3T5 (B)	(Any One)	Pandemic Studies and Literature	
3T5 (C)		The History of Language-I	
	Skill Based Activity	Research Project (To be continued to the fourth semester)	04

Master of Arts (M.A.) English Part-II Fourth Semester			
Code	Option	Title	Credits
4T1	Paper I Compulsory	Indian Diaspora Writings	04
4T2	Paper II Compulsory	Literary Criticism and Theory-II	04
4T3	Paper III Compulsory	Postcolonial Literature	04
4T4 (A)	Paper V Elective	European Fiction and Drama	04
4T4 (B)	(Any One)	Disability Studies	
4T4 (C)		The History of Language-II	
	Skill Based Activity	Research Project (Carried on from the third semester)	06

*Shankar*

*Appli*

*Jalukar*

*Amal*

*Blah*

*2022*

*[Signature]*

*[Signature]*  
20/01/20



M.A. (English) Part I First Semester  
Paper 1T1 (Mandatory) English Poetry from Chaucer to the Eighteenth Century

**Paper Objectives**

1. To introduce England from the late Fourteenth century to endeavoring of blending the spirit of the Renaissance and the Reformation
2. To give an account of the development of poetry and its different forms.
3. To focus on the beginning of English poetry and seek its development in Restoration, Neo-classical, and Pre-romantic period

**Learning Outcomes**

Students will be able to understand

1. Different forms of poetry developed taking English poetry on the path of modernization
2. The reasons behind the undercurrents of upheavals prevalent leading to the generation of a Progressive Spirit affecting poetry
3. Students will be able to compare and contrast Restoration, Neo-classical, and Romantic revival literature

**Unit I**

**Background Study Topics:** Black Death, Peasant's Revolt, Lollard Movement, The Barren Age, Contribution of John Gower, Contribution of William Langland

**Text for Detail Study:** Geoffrey Chaucer: *The Prologue to the Canterbury Tales*

**Unit II**

**Background Study Topics:** Contribution of John Wycliffe, The Rise of Ballad, English Chaucerian, Scottish Chaucerian, Italian and English Sonnets, The Metaphysical Poetry

**Text for Detail Study:** John Milton: *The Paradise Lost* (Book II)

**Unit III**

**Background Study Topics:** The Puritanism, Cavalier Poets, The English Civil War, Restoration of Monarchy, The Great Fire of London, Development of Satire

**Text for detail study:** John Dryden: *Absalom & Achitophel*

**Unit IV**

**Background Topics:** The Glorious Revolution, Characteristics of Neo-Classicism, Poets of Transition, Thomas Percy's Reliques of Ancient English Poetry

**Text for detail study:** Alexander Pope: *The Rape of the Lock*  
Thomas Gray: *Elegy Written in the Country Churchyard*

**Reference Books Recommended for Further Reading:**

- Angelica Duran, *A Concise Companion to Milton*, Wiley-Blackwell  
Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*, (NY, 1960)  
A. R. Humphreys, *The Augustan World* (London, 1954)  
Beryl Rowland, *Companion to Chaucer Studies*, OUP  
Harold Bloom, *John Donne and the Seventeenth Century Metaphysical Poets*, Chelsea House  
J. Sutherland, *A Preface to Eighteenth-Century Poetry*, (Oxford, 1948)  
Maurice Evans, *English Poetry in the Sixteenth Century*, Hutchinson's University Library  
P. Rogers, *An Introduction to Pope* (London, 1975)

*SMerita*  
*20/10/2023*  
*20/10/2023*



## M.A. (English) Part I First Semester

### Paper 1T2 (Mandatory) English Drama from the Elizabethan Age to Restoration Period

#### Paper Objectives

1. To introduce students to the golden age of English drama and its evolution from the Middle Ages.
2. To introduce students to English Comedy from the early times of its origin
3. to make students understand how is comedy technically different from other forms of drama.

#### Learning Outcomes

1. The students will come to know about the beginning of English drama and what role did the initial contributors play to give this well-developed English theatre.
2. Students will acquire knowledge about the different Genres of drama during this period
3. The learners will be able to critically examine the form of drama adopted by the predecessors who provided a solid foundation to great Shakespearean dramas and the dramatists who followed in the Restoration Age.

#### Unit I

**Background Study Topics:** The Renaissance, Mystery, Miracle, and Morality Plays. Interludes. The University Wits.

**Topics for Detail Study:** Christopher Marlowe: *Doctor Faustus*

#### Unit II

**Background Study Topics:** Theatres in the Elizabethan Age. The reasons for the popularity of drama in the Elizabethan Age, The reasons for the decline of Drama in the Jacobean Age. The Heroic Tragedy, The Tragedy

**Topics for Detail Study:** Shakespeare: *Hamlet*

#### Unit III

**Background Study Topics:** Dramas of Thomas Dekker, Domestic Comedies of Thomas Heywood, Comedies of John Fletcher and Francis Beaumont, Farcical Comedies of Thomas Middleton.

**Topics for Detail Study-Shakespeare:** *As You Like It*

#### Unit IV

**Topics for Background:** Tragedies of Webster, Comedy of Humours, Rise of Sentimental Comedy, Dramas of R.B. Sheridan, William Goldsmith

**Text for detail study:** William Congreve: *The Way of the World*

#### Reference Books recommended for further reading -

Stevens, David: *English Renaissance Theatre History*

C W R D Moseley: *English Renaissance Drama: A Very Brief Introduction to Theatre in Shakespeare's Time*

David Bevington. *English Renaissance Drama*

S. Lee and C.T. Onions *Life in Shakespeare's England*

Allardyce Nicholl. *English Drama*

A.C. Ward. *English Drama*

*S. Merata*  
*Shinde*  
*Alak*  
*Supli*  
*20/07/2023*



**M.A. (English) Part I First Semester  
Paper IT3 (Mandatory) The English Novel-I**

**Paper Objectives**

1. To explore the development and evolution of the English novel.
2. To explore the various narrative techniques and literary devices used by British novelists.
3. To appreciate the various socio-economic, political, and cultural events as represented in the novel of the period.

**Learning Outcomes**

1. The students will be able to understand the socio-economic, cultural context of the English novels during this period and demonstrate a deep understanding of the era.
2. The students will be able to identify formal aspects and narrative techniques employed by the novelists and their impact on the reader's experience.
3. The students will be able to situate English novels within the broader literary and cultural landscape, understanding their influence on subsequent generations of writers.

**Unit-I**

**Background Topics:** Rise of Novel in the Eighteenth Century, Samuel Richardson, Tobias Smollett, The Picaresque Novel, The Sentimental Novel, Bildungsroman.

**Text for detailed study:** Henry Fielding: *Tom Jones*

**Unit-II**

**Background Topics:** The Napoleonic Wars, The Domestic Novel, The Gothic Novel, The Victorian Society, The Battle of Waterloo, and Bronte Sisters.

**Text for detailed study:** William Makepeace Thackeray: *Vanity Fair*

**Unit-III**

**Background Topics:** The Novel of Social Reforms, Crime Fiction, *Das Capital*, George Meredith, George Eliot, and Elizabeth Gaskell.

**Text for detailed Study:** Charles Dickens: *Great Expectations*

**Unit-IV**

**Background Topics:** Novella, Imperialism, Thomas Hardy, Darwin's Theory, The Realistic Novels, and H.G. Wells: *Time Machine*.

**Text for detailed Study:** Joseph Conrad: *Heart of Darkness*

**Reference Books for further reading:**

1. Watt, *The Rise of the Novel. Studies in Defoe, Richardson, and Fielding* (London, 1957)
2. J. M. S. Tompkins, *The Popular Novel in England* (London, 1932)
3. A. Kettle, *An Introduction to the English Novel: Volume I* (London: Hutchinson University Library, 1951)
4. David Daiches, *A Critical History of English Literature. Vol. III & IV* (Allied Publisher, 1969).
5. A. Burgess: *Fielding and the Nature of the Novel* (Cambridge, Mass, 1968)
6. Legouis and Cazamian, *History of English Literature, Book VIII* (Macmillan, 1998)

*Handwritten signatures and dates:*  
Smarita  
Amit  
Anshu  
Raj  
20/07/2023  
Jalinder



M.A. (English) Part I First Semester  
Paper 1T4 (Mandatory) The English Prose- I

### Paper Objectives

1. To cover the origins of English prose and to understand its growth through medieval romances.
2. The understand the transformation of the genre into 'life Writing'.
3. Students will be able to identify different types of narrative techniques and assess mastery in aspects of plot, setting, themes, and characters.

### Learning Outcomes

1. Students will be able to Understand different varieties of prose.
2. Students will gain the ability to discuss imaginary constructs dealing with many contemporary themes, particularly with character writing.
3. Students will be able to compose prose material employing the strategies writing an essay.

### Unit I

**Background Study Topics:** Paston Letters, Medieval romances of Thomas Malory (Mort D'Arthur), Thomas More (Utopia), John Lyly (Euphuos), The New Atlantis

**Text for Detail Study:** Dr. Samuel Johnson: Preface to Shakespeare

### Unit -II

**Background Study Topics:** Causes for the popularity of periodical essays; Character Writers Joseph Hall, Sir Thomas Overbury, John Earle, The Grasmere Journals, Contribution of Thomas De Quincey

**Text for Detail Study:** James Boswell: *Life of Johnson*

### Reference Books for Further Reading:

- Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY. 1960)  
David Daiches, *A Critical History of English Literature* (Vol. IV)  
Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)  
R. Alter, *Prose*. *Encyclopaedia Britannica*.  
W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)  
Y. M. Sarode, *Galaxy of English Essayists* (New Delhi, 2022)

*S. Marathe*

*Jyoti*

*Abal*

*M. M.*

*Amal*

*Amal*

*Anubhav*

*Ray*  
20/07/2023

*Ray*





**M.A. (English) Part I First Semester  
Paper 1T5 (A) (Elective) Asian Literature**

**Paper Objectives**

1. To understand the concept of global literature.
2. To trace the place and contribution of Asian Literature to the global literary horizon.
3. To critically analyze the Eastern entity against the Western view of life

**Learning Outcomes**

1. Students will know about the themes and issues dealt with by Asian writers
2. Students will be able to trace the contribution of Asian Writers in the literary field.
3. Students will understand the different cultures and traditions through the literary works.

**Unit I**

This unit will deal with the literary works of the writers from India, Pakistan and Bangladesh

**Topics for Background study:** Bapsi Sidhwa, Monica Ali, Zia Haider Rahman, Tasleema Nasreen

**Text for detail study:** Kamila Shamsie: *Broken Verses*

**Unit II**

This unit will with the literary works of writers from Nepal, Tibet, Sri Lanka & Afghanistan

**Topics for Background study:** Manjushree Thapa, Thubten Samphel, Shyam Selvadurai, Michael Ondaatje, Atiq Rahimi

**Texts for Detail study** – Khaled Hosseini: *A Thousand Splendid Suns*

**Unit III**

This unit will deal with the literary works of writers from Southeast Asia – Singapore, Malaysia, Burma & Cambodia

**Topics for Background study:** Rachel Heng, Sharlene Teo, Tan TwanEng, Nu Nu YEE, Theary Seng

**Text for detail study:** Abdulla Hussain: *Interlok*

**Unit IV**

This Unit will work with the literary works of writers from Korea, China.

**Topics for Background Study:** Mishima Yukio, Banana Yoshimoto, Suki Kim Kyung-sook Kim, Yan Lianke

**Text for detail study:** Han Kang: *The Vegetarian*

**Books for further reading:**

Shubha Mishra & Urmila Dabir: *Asian Literature in English: Identity and Survival*, Prestige Books International, New Delhi, 2017.

Theodore Barry and Irene Bloom: *Approaches to the Asian Classics*, Columbia University Press 1990.

Barbara Stoler Miller: *Masterworks of Asian Literature in Comparative Perspective*, East gate, New York, 1994.

Yasmin Hussein: *Writing Diaspora: South Asian Women, Culture and Ethnicity*, Ashgate, England.

*[Handwritten signatures and dates]*  
20/07/2023  
8



**M.A. (English) Part I First Semester  
Paper 1T5 (B) (Elective) Travel Writing**

**Paper Objectives:** To Understand -

1. The genre of travel literature through critical reading of travel works from diverse cultures of both the East and the West.
2. The way the genre has evolved from the medieval to the contemporary and how every travel narrative as a discourse is impacted by the socio-cultural condition of its production.
3. To place Indian travel writings in a global context.

**Learning Outcomes**

1. The student will display an awareness of the evolution of travel writing, its distinctive features, and to distinguish between its various forms.
2. Through the readings students are expected to develop an appreciation of the aesthetics of the genre and its traditions, the points of continuities and departures.
3. The students shall develop conscious understanding of the various nuances of the author's subjectivity and perceptions that colour the narrative on place.

**Unit I**

**Background Study Topics:** The early Travelogue writers- Petrarch, Michel de Montaigne, Antoine de la Sale, Contribution of Richard Hakluyt.

**Text for Detailed Study:** 1. Samuel Johnson- A Journey to the Western Islands of Scotland 2. Robert Louis Stevenson- An Inland Voyage

**Unit II**

**Background Study Topics:** New World: Travels to India and Persia- Simon Grynaeus, Remusio, Richard Hakluyt, Shirley brothers, Duarte Barbosa, Ralph Fitch, Cesare Federici

**Text for Detailed Study:** 1. E.M. Foster - *Passage to India* 2. D. H. Lawrence- *Twilight in Italy*, *Mornings in Mexico*

**Unit III**

**Background Study Topics:** James Cook's diaries, Alexander von Humboldt, Grand Tours, Mary Wollstonecraft, Charles Dickens

**Texts for Detail study** – 1. John Steinbeck- *In Search of America* 2. William Dalrymple: *Nine Lives in Search of the Sacred*

**Unit IV**

**Background Study Topics:** Hilaire Belloc, Rebecca West, T. E. Lawrence, H. M. Tomlinson, Sacheverell Sitwell, Cunningham Graham

**Text for detail study:** 1. Vikram Seth- *From Heaven Lake* 2. Amitav Ghosh - *In an Antique Land*

**Reference Books for Further Reading:**

Youngs, Tim. *The Cambridge Introduction to Travel Writing*. Cambridge University Press 2013.  
Gupta, Ashish. *Writings and Travelogues of William Dalrymple: A Critique*. Dutton Publishers, 2022.  
Hulme, Peter and Tim Youngs, eds *The Cambridge Companion to Travel Writing*. London: Cambridge University Press 2002.  
Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation*. London: Routledge, 1992.  
Korte, Barbara. *English Travel Writing: from Pilgrimages to Post-Colonial Explorations*. Great Britain: Macmillan Press Ltd., U.S.A: St. Martin's Press, INC., 2000.  
Mills, Sara. *Discourse of Difference: An Analysis of Women's Travel Writing and Colonialism*. London: Routledge

*Handwritten signatures and dates:*  
Shantika, Diga, 20/07/2023, Gulab, and other signatures.



**M.A. (English) Part I First Semester**  
**Paper 1T5 (C): Dalit Literature**

**Paper Objectives**

1. To understand Socio-cultural aspects in Dalit Literature.
2. To understand the values and human-centric approach of Dalit Literature
3. To understand Dalit Literary criticism and Aesthetics.

**Learning Outcomes**

1. The students will learn the basics of application-based research in Dalit studies
2. The students will understand the alienation that one feels in one's own homeland due to the intolerable gaps between the marginalized and the mainstream life in Indian culture.
3. The paper will inspire students to participate in philanthropic projects for people at margin

**Unit I (Essays and Articles)**

**Topics of Background Study:** Caste, Shudras and atishudras, Brahmanism, Hitidutism, Asmitadarsh, Ambedkarism, Buddhism, Impact of conversion of 1956 on Dalits, Dalit Panthers.

**Texts for Detailed Study:** 1. Arjun Dangle: **Dalit Literature: Past, Present, and Future** (Poisoned Bread by Arjun Dangle, Orient Blackswan, New Delhi, 2016)

2. Sharan Kumar Limbale: **The Aesthetics of Dalit Literature** (Chapter Seven) (Towards an Aesthetics of Dalit Literature by Sharan Kumar Limbale, Orient Blackswan, Hyderabad, 2018)

**Unit II (Poetry)**

**Topics for background Study:** Dalit Chetana (Consciousness), new myths and Symbols in Dalit literature, Buddhist Values, marginality, Ambedkari Jalasa, Deekshabhoomi, sarcasm in Dalit poetry.

**Texts for Detailed Study:** 1. Namdeo Dhasal: Hunger 2. Jyoti Lanjewar: Mother 3. Loknath Yashwant: And One More Zero

**Unit III (Self-Narratives & Play)**

**Topics for background Study:** Difference between Traditional Autobiography and Dalit Self narratives, Politics of oppression, Chaturvarna (Typical Indian Social Hierarchy), Casteism, Dalit feminism, Quest of Identity, high-tech discrimination.

**Texts for detailed Study:** 1. Omprakash Valmiki: Joothan 2. Datta Bhagat: Routes & Escape Routes

**Unit IV (Short Stories)**

**Topics for background Study:** Broken men, Self-Consciousness, Dalit- Humanism, Hegemony, Colonialism, Prabuddha Bharat, Caste-Politics, War-like Characters.

**Texts for detailed Study:** 1. Bandhu Madhav: The Poisoned Bread 2. Waman Howal : Storied House 3. P.E. Sonkambale, "Corpse in the Well"

**Reference Books for Further Reading:**

Dharamdas Shende and Sanjay Palwekar, *Caste, Gender and Race. A Politics of Hegemony*, Authorpress, 2020 Arjun Dangle, *Poisoned Bread* (Orient Longman, New Delhi)

Datta Bhagat: *Routes and Escape Routes*, by Erin B. Mee (Editor) Paj Publication (2005)

Sharan Kumar Limbale: *Towards an Aesthetics of Dalit Literature*, Alok Mukerjee, Orient Black Swan Hyderabad

Loknath Yashwant: *The Downtrodden by Loknath Yashwant*, Srujan Prakashan Mumbai, 2021)

Dr. Sudesh M. B. Bhowate: *A Critical Analysis of Omprakash Valmiki's Joothan*, Authorsspress, New Delhi, 2023

Ramnarayan Rawat & K. Satyanarayan: *Dalit Studies*, Permanent Black, New Delhi

Vandana Pathak: *Rubric of Dalit Autobiographies*, Authorpress, New Delhi

10  
20/07/2023



M.A. (English) Part I First Semester  
Paper IT6 Research Methodology

**Unit-I Background Topics:** Qualitative research, Quantitative research, mixed-method research, applied research, action research.

**Topics for Detailed Study:** Definition and general principles of research

Types of literary research (interpretative, theoretical, biographical, historical, cultural, etc)

Elements of research:

Identifying research question, formulating hypotheses, common structure of research problems

Making arguments, assembling reasons and evidence

validity and reliability in research

**Unit-II Background Topics:** Research skills, Difference between research methods and methodologies, types of research methods in English studies, types of research methodologies in English studies, Intertextuality

**Topics for Detailed Study:** Types of research methods in English studies (archival research method, oral history, visual methodologies, discourse analysis, ethnographic methods, interview and questionnaire

What is a research paper, elements of a research paper?

Literature review and its significance

Abstract, types of abstract, structure of abstract

**Unit-III Background Topics:** Style manuals for Humanities, bibliography, types of bibliography, literary theory and jargon, case study and pilot study, use of quotations

**Topic for Detailed Study:** Mechanics of Research Writing:

Introduction, paragraphing, types of transition, dynamic titles and subtitles, ending well

Punctuation and capitalization

Common errors to avoid

#### Unit-IV

**Background Topics:** Project Gutenberg, Research style, impact factor, citation, viva voce

**Topics for Detailed Study:** Tools and techniques for literary research, online and printed resources,

primary and secondary sources, documentation skills

Ethics of research, plagiarism and academic integrity

Skills for research presentations

*Note:* For Internal Marks (20) students need to prepare one research-based presentation in poster/PPT form and present it in a student seminar.

Prescribed Textbook: *A Handbook to Research Methodology and Research Writing*,

Dr. Prantik Banerjee, Macmillan Education

#### Reference books for further reading:

Walliman, N. (2005) *Your Research Project: A Step-by-step Guide for the First-Time Researcher*. Second Edition. London: Sage

Chaskar, A. (2009), *Doing Research in Literature and Language*. V.P Pune

Banerjee, Prantik (2022), *Teaching of Culture and Culture of Teaching*, Dattsons publication, Nagpur

Phelps, R. Fisher, K. and Ellis, A. (2007) *Organizing and Managing Your Research: A Practical Guide for Postgraduates*. London: Sage.

Thody, A. (2006) *Writing and Presenting Research*. London: Sage.

Miller, R. H. (1995), *Handbook of Literary Research*, Methuen Lenburg, Jeff (2007), *Guide to Research*,

Viva Books

Ridley, D. (2008) *The Literature Review: A Step-by-step Guide for Students*. London: Sage

Oakman, Robert L. (1984), *Computer Methods for Literary Research*, Athens: University of Georgia

Press

*Sahavite*  
*11*  
*29/07/2023*  
*Jubilee*  
*Applis*



**M.A. (English) Part I Second Semester**  
**Paper 2T1 (Mandatory) English Poetry from the Romantic to the Postmodern Age**

**Paper Objectives**

1. To introduce the students to the tone and themes of romantic poetry and the note of individuality in Victorian Poetry.
2. To comprehend to students the development of trends in modern English poetry and to discuss modernism and its reflections in the poetry
3. To understand the socio-political changes of the twentieth century

**Learning Outcomes**

1. Students will develop an understanding of poetic genius through the identification of different forms of Romantic poetry.
2. Students will be able to trace rationality and reason in Victorian poetry.
3. Students will understand the realities that exist in the modern age through their depiction in modern poetry and inculcate humanitarian and democratic feelings in their personalities.

**Unit I**

**Topics for Background Study:** Impact of French Revolution on Romantic Poetry, Pantheism, Contribution of Southey and Lord Byron, Laissez Faire, Utilitarianism, Chartist Movement

**Texts for detail Study:** 1. William Wordsworth: Tintern Abbey 2. Samuel Coleridge: Kubla Khan, Christabel Part I, 3. Percy Shelley: Ode to the West Wind 4. John Keats: Ode on a Grecian Urn

**Unit II**

**Topics for Background Study:** Pessimistic Poets of the age (Arthur Clough, James Thomson, and Edward Fitz-Gerald), the Oxford movement, Pre-Raphaelite School of Poetry (Contribution of Swinburne and William Morris), Contribution of Elizabeth Barrett Browning

**Texts for detail Study:** 1. Alfred Tennyson: The Lady of Shallot, Ulysses 2. Robert Browning: The Last Ride Together 3. Mathew Arnold: The Scholar Gypsy 4. D.G. Rossetti: The Blessed Damozel

**Unit III**

**Topics for Background:** The Decadents Poets, Georgian Poetry, Poets of the first world war, poetry of the Thirties, poets of the second world war, The Movement Poets

**Texts for Detail Study:** 1. T.S Eliot: The Waste Land 1. Philip Larkin: The Whitsun Weddings, Touds Revisited, The Explosion, Ambulances

**Unit IV**

**Topics for Background Study:** MacSpaunday Group, The Performance Poetry, Welsh Poetry, The Urban Poets, Poetry Archive, Found Poetry

**Texts/Poets for detail Study:** 1. Andrew Motion: Regime Change in 1999, Spring Wedding, Better Life, Veteran 2. Caron Ann Duffy: Havisham, Little Red Cap 3. Simon Armitage: A Vision, The Shout, Give, The Love Lost

**Reference Books for Further Reading:**

Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)

Hamilton, Ian. *The Modern Poet*, London: Macdonald and Company.

Hollander, John, (ed.) *Modern Poetry-Essays in Criticism*, London: Chatto and Windus.

Joseph Bristov (ed.) *The Cambridge Companion to Victorian Poetry* (2000)

Levis, F.R. *New Bearings in English Poetry*, London: Chatto and Windus.

Lucas, John. *Modern Poetry-From Hardy to Hughes: A Critical Survey*, New Jersey: Barnes & Noble.

Press, John. *A Map of Modern English Verse*, London: Oxford University Press.



M.A. Part I (English) Second Semester  
Paper 2T2 (Mandatory) Modern English Drama

### Paper Objectives

1. To study dramatists coming in the category of social reformers effectively epitomized through Shavian views and 'Angry Young Man' characters
2. To understand the attempts to revive the poetic drama
3. To bring our implementation of philosophical thoughts which were Absurd and Existential

### Learning Outcomes

1. Students will learn about moral and social order in contemporary life through bold criticism projected in plays of dramatists who vociferously protested prevalent social institutions
2. Students will come to know about dramatists who were shaping the force of Poetic drama in the literature of the twentieth century
3. Students will understand how the theatre of absurd envisaged a radical departure from all kinds of conventional drama

### Unit I

**Background Study Topics:** The Problem Play, Granville Barker, J.M. Barrie, John Galsworthy.

**Text for detail study:** G.B. Shaw: *The Apple Cart*

### Unit II

**Background Study Topics:** The Abbey Theatre, Kitchen Sink Drama, Angry Young Man characters by John Braine, John Wain, Alan Sillitoe, Arnold Wesker

**Text for detail Study:** John Osborne: *Look Back in Anger*

### Unit III

**Background Study Topics:** The revival of poetic drama, Comedy of Noel Coward, Drawing room plays, Alan Ayckbourn

**Text for detail Study:** T.S. Eliot: *The Family Reunion*

### Unit IV

**Background Study Topics:** The Theatre of Absurd, Existentialism, Myth of Sisyphus, Tom Stoppard, the Radio Plays, Harold Pinter

**Text for detail study:** Samuel Beckett: *Waiting for Godot*

### Reference Books for Further Reading:

- Arthur Compton-Rickett. *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)  
David Daiches. *A Critical History of English Literature* (Vol. IV)  
Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)  
Javed Malick, (ed.) *Samuel Beckett: Waiting for Godot*  
Albert Camus, *Myth of Sisyphus*. (Penguin Publications)

*Smarati*

*[Signature]*  
*[Signature]*

*[Signature]*  
*[Signature]*  
13

*Ray*  
20/07/2023  
*[Signature]*

*[Signature]*



**M. A. Part I (English) Second Semester  
Paper 2T3 (Mandatory) The English Novel-II**

**Paper Objectives**

1. To explore the development of the English novel in the first half of the 20<sup>th</sup> century.
2. To assess the impact of British novels on the literary world and broader society.
3. To explore the various narrative techniques and literary devices employed by the British novelists of the period.

**Learning Outcomes**

1. The students will be able to appreciate the contribution of the canonical authors works of the period.
2. The students will be able to identify the different aspects of the novels of the period, especially the narrative techniques employed by the novelists of the period.
3. The students will be able to engage in thoughtful discussions and written analyses of the fiction of the time that showcases their critical thinking and ability to express themselves.

**Unit I**

**Background Topics:** Edwardian D H Lawrence, Stream of Consciousness Novels, Psychological Novels, Henry James, John Galsworthy

**Text for detailed study:** James Joyce: *A Portrait of the Artist as a Young Man*

**Unit II**

**Background Topics:** Reasons behind World War-I, Treaty of Versailles, Bloomsbury Group, Hogarth Press, E. M. Forster.

**Text for detailed study:** Virginia Woolf: *Mrs. Dalloway*

**Unit III**

**Background Topics:** Allegory, Dystopian Novels, World War-II, William Golding, Aldous Huxley

**Text for detailed study:** George Orwell: *Animal Farm*

**Unit IV**

**Background Topics:** Apartheid, Angry Young Men Movement, Chinua Achebe's *Things Fall Apart*, Graham Greene, Iris Murdoch

**Text for detailed study:** Dorris Lessing: *The Grass is Singing*

**Reference Books for Further Reading:**

1. Watt, *The Rise of the Novel, Studies in Defoe, Richardson, and Fielding* (London, 1957)
2. M. S. Tomkins, *The Popular Novel in England* (London, 1932)
- A. Kettle, *An Introduction to the English Novel: Volume I* (London: Hutchinson University Library, 1951)
- David Daiches, *A Critical History of English Literature, Vol. III & IV* (Allied Publisher, 1969).
- A. Burgess: *Fielding and the Nature of the Novel* (Cambridge, Mass, 1968)
- Legouis and Cazamian, *History of English Literature. Book VIII* (Macmillan, 1998)

*Shivaji*  
*Appli*  
*Ad*  
*2022*  
*20/07/2023*  
*Shivaji*



**M.A. Part I (English) Second Semester  
Paper 2T4 (Mandatory) The English Prose- II**

**Unit I**

**Background Study Topics:** Growth of the reviews and magazines (The Edinburg Review, The Quarterly Review, Blackwood's Edinburg Review, The London Magazine, Influence of Scientific thought on Victorian England (Darwin))

**Texts for detail study:**

1. Thomas Carlyle: *The Hero as Poet*
2. John Ruskin: *Sesame and Lillies* (Lecture II: Of Queens' Gardens)

**Unit II**

**Background Study Topics:** Wilkie Collins, Sherlock Holmes, Hercule Poirot, Miss Marple, Agatha Christie

**Texts for Detail Study: (Adventure Literature)**

Joshua Slocum: *Sailing Alone Around the World*

**Reference Books for Further Reading:**

- Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)  
David Daiches *A Critical History of English Literature* (Vol. IV)  
Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)  
R. Alter, *Prose: Encyclopaedia Britannica*.  
W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)  
Y. M. Sarode, *Galaxy of English Essayists* (New Delhi, 2022)

*Smriti*  
*Al*  
*Mia*  
*20/07/2023*  
*Supri*  
*Indira*  
*07/20*





## M.A. Part I (English) Second Semester 2T5 (A) (Elective) American Literature

### Paper Objectives

1. To familiarized students with American Transcendentalism which explains the importance of Oneness of All
2. To make the students able to examine the resurgence of American consciousness centered upon the everlasting battle between good and evil
3. To make Students understand the issues of individualism and its monomania.

### Learning Outcomes

1. Students will find themselves familiar with Post-War America passing through ups and downs which are rather universal features of human society
2. The students will be confident to deal with the issues of the relationship between the common man and the corporate world
3. The students through the conflicting issues present in the mind of the central protagonist will learn to support the stance of symbiotic relationship between human being and society.

### Unit- I (Prose)

**Topics for Background:** The age of Romanticism, Intuition, Rationalism, Self-reliance, Transcendentalism, Naturalism

**Texts for Detail Study:** 1. Emerson, *Self-Reliance*. 2. Thoreau (Selection from *Walden*) *Where I Lived and What I lived for*

### Unit -II (Poetry):

**Topics for Background:** American Romanticism, Postwar America, Beat Generation, Beatniks, Buddhism, Anti-war movement

**Texts for Detail Study:** 1. Robert Frost: Stopping by Woods on a Snowy Evening, Mowing, Birches  
2. Allen Ginsberg: Howl

### Unit- III (Fiction):

**Topics for Background:** World War II, Lost Generation, Code Hero, Bull-ring, Ten commandments, Stoicism

**Text for Detail Study:** Hemingway: *The Old Man and the Sea*

### Unit- IV (Play):

**Topics for Background:** Quest for Identity, Myth of Success, Problem-Play, American Dream, Utilitarianism, Free-market Economy

**Text for Detail Study:**  
Arthur Miller: *Death of a Salesman (1948)*

### Reference Books for Further Reading:

- Cunliffe, Marcus. *American Literature to 1900* (Sphere Reference)  
Hart, *The Oxford Companion to American Literature*,  
Matthiessen, F.O. *American Renaissance*  
Spiller, Robert. *Literary History of the United States*. (Amerind Publishing Co.)  
Palwekar, Sanjay. *Literature and Environment*, LAP Lambert Academic Publication, 2012.

16  
20/07/2023  
Gulab Singh



M.A. Part I (English) Second Semester  
Paper 2T5 (B) (Elective) Trauma Studies and Literature

**Paper Objectives** To equip students to

1. Understand the major theoreticians and their theories of trauma, and learn the interdisciplinary nature of this relatively new area in literary studies.
2. Apply the concepts of Trauma Studies to the interpretation of literary texts and thereby enhance their understanding of historical, thematic and structural elements.
3. Employ Trauma Studies as a theoretical framework in research

**Learning Outcomes**

1. Students will discover the contours of Trauma Studies as a field of inquiry, situating their learning within explorations of the disciplinary and historical contexts of the field.
2. Students will learn to use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of literary texts and their relationship with trauma.
3. Students will develop rich analytical skills and acquire new methodological tools, applying these in emerging areas of research.

**Unit-I: Trauma and the Literature of War**

**Background Topics:** Freud and trauma, Cathy Caruth, Shoshna Felman, Post traumatic stress disorder (PTSD), Holocaust literature, Claude Lanzman's *Shoah*

**Texts for Detail Study:** Joseph Heller: *Catch-22*

**Unit-II: Trauma and the Literature of Partition**

**Background Topics:** Partition novel, Dominick La. Capra and historical trauma, border and nationalism, trauma memory, women and trauma testimonies

**Texts for Detail Study:** Khushwant Singh: *Train to Pakistan*

**Unit- III: Trauma and the Literature of 9/11**  
**Background Topics:** Jean Baudrillard and "culture of terrorism", "Portraits of Grief", Art Spiegelman's *In the Shadow of No Towers*, spectralization of 9/11, simulacra and hyperreality, Slavoj Zizek's *Welcome to the Desert of the Real*

**Texts for Detail Study:** 1. Philip Roth: *The Plot against America* 2. Mohsin Hamid: *The Reluctant Fundamentalist*

**Unit- IV: Trauma, Ecological Disaster and Literature**  
**Background Topics:** Apocalyptic fiction, Ann Kaplan and pre-traumatic stress disorder, climate dystopia. Amitav Ghosh's *The Great Derangement*, toxic stress

**Texts for Detail Study:** 1. Margaret Atwood: *The Year of the Flood* 2. Cormac McCarthy: *The Road*

**Reference Books for Further Reading:**

- Bloom, Harold. *Modern Critical Views: Margaret Atwood*, New York: InfoBase Publishing, 2009.  
Caruth, Cathy. *Trauma: Explorations in Memory*, USA: John Hopkins University Press, 1995.  
Foucault, Michel. *Technologies of the Self: A Seminar with Michel Foucault*, ed. Luther H. Martin, Huck Gutman, and Patrick H. Hutton, USA: Amherst, University of Massachusetts Press, 1988.  
Felman, Shoshana. *The Juridical Unconscious: Trials and Traumas in the Twentieth Century*, England: Harvard University Press, 2002.  
Vickroy, Laurie. *Trauma and Survival in the Contemporary Fiction*. USA: University of Virginia Press, 2005

17  
Handwritten signatures and dates: 20/07/2023, 20/07/2023, 20/07/2023



**M. A. Part I (English) Second Semester**  
**Paper 2T5 (C) (Elective) Tribal Literature**

**Paper Objectives**

1. To understand creative writing by Tribal's in India
2. To understand Mythological, anthropological, Psychological, Structural, and Oral Formulaic
3. To understand Tribal folk literature through different forms

**Learning Outcomes**

1. Students will be oriented about Tribal life with nature and understand difficulties faced by them
2. Students will understand anthropological development of Tribal through their folk literature and culture
3. The students will have foundational knowledge about Tribal art & Folk literature which will help them to take up higher studies and Research

**Unit I: Background to the study of Tribal Literature**

**Topics for Background study:** Scheduled Tribe, Adivasi, Tribal Identity, colonial-era forest laws and mass evictions, 'De-notified Tribes' Beliefs in Tribal Communities.

**Topics for detailed Study:** 1. Tribal Literature—Meaning and Definitions, Nature of Tribal Literature 2. Orality and Tribal Literature, Mythology & Historical development of Tribal Culture 3. Popular Tribal Heroes: Birsa Munda, Bir Budhubagat, Chand Bhairo, Telanga Kharia, Gond Virangana Rani Durgawati,

**Unit II (Novel)**

**Topics for Background study:** Folklore in Tribal Life, Astronomical Legends, Ulgulan, Bhunkal, The Santhal insurrection, Midnapur Movement,

**Texts for Detailed Study:** 1. Gopinath Mohanty: Paraja (Oip): A Novel. Trans. by Bikram K. Das, Oxford University Press, (1997) 2. Hari Ram Meena: When Arrows Were Heated Up, Niyogi Books

**Unit III (Songs and Poems)**

**Topics for Background study:** Tapu Dance of Arunachal, Lambadi Dance, Pandavani, Tribal Art, Warli Folk Painting, Bhil Art, Gond Art, Khovar Art.

**Texts for Detailed Study:** 1. Rm. Shannugam Chettiar - We Are the Adivasis 2. Henry Kendall - The Last of His Tribe 3. Dr. Anil Boro: On the Bank of the Manas River 4. Mamang Dai: Small Town and the River

**Unit IV (Short Stories)**

**Topics for Background study:** Janamkhena Puran, Myths of Tamil Tadas, Myths of parghania Gond, Tattoos in Dhanuks tribe, Lambada Bhat Narratives.

**Texts for Detailed Study:** 1. Tamsula An: The Curfew Man 2. Yishey Doma: Children of Snowy Peaks 3. Hansda Sowvendra Shekhar: Adivasi will not Dance

**Reference Books for Further Reading**

Devy, G.N. Painted Words: An Anthology of Tribal Literature, Penguin Books India (15 April 2003)

Ao, Temasla. The Hills Called Home: Stories from a War Zone. Penguin India, 2006.

Atram, Usha Kiran. *Motyarin*. Trans. From Hindi to English by Santosh Kumar Senker, Academic Publication: NewDelhi, 2021.

Hansda Sowvendra Shekhar: The Adivasi Will Not Dance: Stories, Speaking Tiger Publishing Private Limited, 2017.

Prem Kumari Srivastava: Tribal Literature and Oral Tradition in India, Sahitya Academy, New Delhi Shekhar, Hansda Sowvendra. *The Adivasi will not Dance: Stories*. Speaking Tiger: New Delhi, 2017.

Senker, Santosh Kumar. *Situating Tribals of India: Language, Culture and Self*. Yash Publications: New Delhi, 2018.



M.A. Part II (English) Third Semester  
Paper 3TI (Mandatory) Indian Writing in English

**Paper Objectives**

1. To help the students to get acquainted with various features and peculiarities of Indian societies, cultures, and languages.
2. To make grasp and appreciate different literary techniques used by Indian Litterateurs.
3. To help the students in discerning the historical, socio-cultural, and political impacts of various events on the regional literature of India.

**Learning Outcomes**

1. By the end of this paper, the students will develop an understanding of Indian Writings in English and regional literatures in India translated into English as part of Indian Literatures.
2. The students will get acquainted with a familiar cultural world, and view the prevalence of several cultural worlds within an apparently uniform culture through the study of literary masterpieces.
3. The students will understand and appreciate the major literary trends in the literature of their land and will explore them from the perspective of projects and research.

**Unit I: (Prose)**

**Background:** Renaissance in Indian English Prose, The Saint Writers, Prose Writing towards the Dawn of Independence, Prose Writing in early Post-Independence time, Modern Prose Indian writers

**Texts for detailed study:** 1. Shashi Tharoor, *An Era of Darkness: The British Empire in India* (Chapter 3. Democracy, Press, the Parliament System, and the Rule of Law. 4. Divide ET Impera, 5. The Myth of Enlightened Despotism) 2. Satyajit Ray, *The Final Adventure of Prof. Shonku*

**Unit II: (Poems)**

**Background:** Characteristics of Indian Renaissance Poetry, The Great Pioneers- Henry Derozio, Kashi Prasad Ghosh, Manmohan Ghosh, Toru Dutt: Saints Poets, Poets of Political Awakening

**Texts for detailed study:** 1. Nissim Ezekiel: Poet, Lover and Birdwatcher, Mid-monsoon Madness, Night of the Scorpion 2. Arun Kolhatkar: Jajuri poems 3. Dilip Chitre: Father Returning Home, Ode to Bombay, The House of My Childhood 4. Jayant Mahapatra: The Exile, Total Solar Eclipse, The British Cemetery at Balasore

**Unit III: (Novels)**

**Background:** The Beginning- Bankim Chandra Chatterjee, Novel during the era of national awakening, The Three Giants of Indian English Fiction, Post-Independence Indian fiction, Indian Women Novelists

**Texts for detail study:** 1. Arun Joshi: *The Last Labyrinth* 2. Nayantara Sahgal: *Rich Like Us*

**Unit IV: (Drama)**

**Background:** Pre-Independence Indian English drama- Michael Madhu Sudan Dutt, T. P. Kailasm, H. N. Chattopadhyaya; Post-Independence Indian English drama- G. V. Desani, Lakhan Deb, Gurucharan Das; Regional Drama- Girish Karnad, Vijay Tendulkar

**Text for detail study:** 1. Mahesh Dattani: *Bravely Fought the Queen* 2. Dina Mehta: *Brides Are Not For Burning*

**Reference Books for Further Reading**

Modern Indian Drama, An Anthology, Edited by G.P. Deshpande, Sahitya Academy, Chennai.

A.K. Mehrotra (ed) An Illustrated History of Indian Literature in English

Satya Mohanty (ed) Colonialism, Modernity and Literature.

The Final Adventure of Prof. Shonku, by Satyajit Ray translated by Indrani Muzumdar, India Puffin, May 2020

P.C. Kar (ed.) Rethinking Indian English Literature: Theory and Praxis (Pencraft)

*Shanika*  
*19*  
*19*

*Ray*  
*20/07/2023*  
*Jupli*



**M. A. Part II (English) Third Semester  
Paper 3T2 (Mandatory) Literary Criticism and Theory I**

**Paper Objectives**

1. To explain the concept of tragedy and the structure of play established by the great thinkers.
2. To bring out the role of emotions in the practice of writing, oratory, and reading
3. To introduce the students to the theory of poetry as established by the great Romantics and Victorians.

**Learning Outcomes**

1. The students will be able to understand the concept of tragedy and the structure of play propounded by great thinkers.
2. The students will be able to understand the ideas of critical theories established by the Romantics and the Victorians
3. The students will understand the relationship between the text, the author, and the reader.

**Unit I**

**Topics for Background:** Plato's indictment of poetry, Horace's views on poetry and drama, Longinus's *On the Sublime*, Dante's theory of poetic diction

**Texts for detail Study:** 1. Aristotle: *The Poetics* 2. Sir Philip Sidney: *An Apology for Poetry* by Sidney

**Unit II**

**Topics for Background:** Nicholas Boileau's *Art of Poetique*, Dryden's *Dramatic Poesy*, Negative Capability, Dr. Samuel Johnson on kinds of poetry

**Text for detail study:** 1. William Wordsworth: *Preface to the Lyrical Ballads* (1802)  
2. Samuel T. Coleridge: *From Biographia Literaria* Chapters 4, 13, 14.

**Unit III**

**Topics for Background:** Aesthetic Movement, Archetypal Criticism, Expressionism, Imagism

**Texts for Detail Study:** 1. Mathew Arnold: *The Function of Criticism at the Present Time*  
2. Walter Pater: *From Studies in the History of the Renaissance*

**Unit IV**

**Topics for Background:** Formalism, New Criticism, Chicago Critics, Stylistics

**Text for Detail Study:** 1. T.S. Eliot: *Tradition and the Individual Talent*  
2. Wimsatt & Beardsley: *The Intentional Fallacy*.

**Reference Books for Further Reading:**

M.H Abrams. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (New York, 1953)

David Lodge, (ed). *Modern Criticism and Theory—A Reader* (Pearson, 2005)

Leitch, Vincent. B. (ed.). *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.

S.D Palwekar. *Literature and Environment: A Select Study of British, American and Indian Writings*, Lambert Academic Publishing, Germany, 2012.

*[Handwritten signatures and dates: 20/10/2023, 20/10/2023, 20/10/2023]*



M. A. Part II (English) Third Semester  
Paper 3T3 (Mandatory) Cultural Studies

**Paper Objectives**

1. To help learners to understand major theories and key concepts of Cultural Studies and its interdisciplinary approaches to 'high' and 'popular' culture.
2. To enable learners to apply critical concepts of this interdisciplinary field by studying texts and practices that highlight the complex relationship between culture, art, films, gender and society.
3. To develop higher order thinking in learners by training them to apply theory to everyday situations and practices.

**Learning Outcomes**

1. Students will learn the key terms, scope and practices of Cultural Studies as a field of inquiry and learn the methods of interdisciplinary application.
2. Students will develop critical thinking by examining the diverse and sometimes contested meanings about nation, identity, race, gender and class in various cultural sites.
3. Students will be able to analyze and synthesize cultural knowledge with everyday life and practices.

**Unit I: Culture and Tradition**

**Background Topics:** Matthew Arnold's 'Culture and Anarchy', 'Leavisism', Centre for Contemporary Cultural Studies (Birmingham), Claude Levi-Strauss and Myths, Roland Barthes's *Mythologies*  
**Texts for Detailed Study:** 1. "Introduction: What is Cultural Studies" in *Cultural Studies: Texts and Contexts* by Prantik Banerjee 2. Raymond Williams: *The Analysis of Culture*

**Unit II: Culture, Gender and Sexuality**

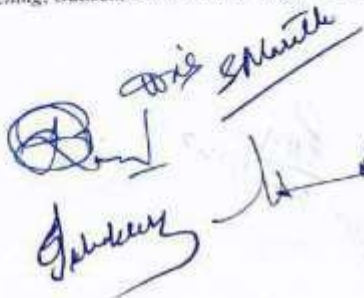
**Background Topics:** Hindi films and 'Mother India', masculinity studies, gynocriticism, Eve Sedgwick's *Epistemology of the Closer*, Adrienne Rich's lesbian continuum  
**Texts for Detailed Study:** 1. Laura Mulvey: *Visual Pleasure and Narrative Cinema* 2. Judith Butler: *Subversive Bodily Acts*

**Unit III: Culture, Technology and Media**

**Background Topics:** Disneyfication, Stuart Hall's *Encoding, Decoding*, Arjun Appadurai's theory of 'scapes', Dona Haraway's Informatics of domination, Social Media and Slackivism  
**Texts for Detailed Study:** 1. *The Selfie and the World*: Pramod Nayar 2. *The Literature Machine: What is a 'Book' in the Time of the 'Selfie'*: Prantik Banerjee

**Unit IV Indian Popular Culture**

**Background Topics:** 'The Great Indian Wedding' in Indian films, *Amar Chitra Kathas*, OTT entertainment and Indian viewers, Amul ads and India, Shopping malls as spaces of consumption, fandom  
**Topics for Detailed Study:** Indian popular literary forms: Chick Lit, Crick Lit, Metro reads, Neo-mythological novels, Science fiction, Graphic fiction  
**Prescribed Textbooks:** 1. Banerjee, Prantik. *Cultural Studies: Texts and Contexts*, Dattsons Publications, Nagpur, 2021 (Chapters 1, 2, 3, 7, 8, 9, 10, 11, 12, 13) 2. Banerjee, Prantik. *Teaching of Culture, Culture of Teaching*, Dattsons Publications, Nagpur, 2022 (Chapters 2, 3, 9, 10, 11)

  
Prantik Banerjee

21

  
Roy  
20/07/2023



### Reference Books for Further Reading:

- Banerjee, Prantik. *Theory in Praxis: Discourses on Literature and Culture*, Dattsons Publications, Nagpur, 2021.
- Barker, Chris. *Cultural Studies: Theory and Practice* 3rd ed. Los Angeles: Sage, 2008.
- During, Simon. *The Cultural Studies Reader*. New York: Routledge, 2007.
- Milner, Andrew & Jeff Browitt. *Contemporary Cultural Theory: An Introduction*. London: Routledge, 2006.
- Malpas, Simon and Paul Wake (eds). *The Routledge Companion to Critical and Cultural Theory*. Special Indian Edition, 2017.
- Nayar, Pramod. *An Introduction to Cultural Studies*. Viva books, New Delhi, 2017.
- Varghese, E. Dawson, *Reading New India: Post-Millennial Indian Fiction in English*, Bloomsbury, New Delhi, 2013.

### M. A. English Part II Third Semester Paper 3T4 (Mandatory) The English Essay

#### Paper Objectives

1. To provide brief introduction to the prominent English essayists.
2. To introduce students to important literary developments and trends in essay writing.
3. To study major representative essayists in particular periods and trace its gradual evaluation in the history of English literature.

#### Learning Outcomes: Students will be able to-

1. Understand different varieties of essays.
2. Understand that it is a difficult art and can be acquired only through constant practice.
3. understand how discussion, argumentation, and reasoning along with simplicity are the important traits of a good essay writing.

#### Unit-I

**Background Study Topics:** Authorized Version of Bible (1611), Montaigne's style of Essay Writing, Periodical Newspapers in 19th Century, the Aphoristic essay

**Text for Detailed Study:** 1. Francis Bacon: Of Studies, Of Friendship, Of Truth, Of Travel, Of Marriage and Single Life 2. Charles Lamb: In Praise of Chimney-Sweepers, Christ's Hospital, Dream Children, A Bachelor's Complaint, The Old and New School Master

#### Unit-II

**Background Study Topics:** The personal essay, the character essay, the critical essay, the social essay, G. K. Chesterton

**Text for Detailed Study:** 1. William Hazlitt: My First Acquaintance with Poets, On Going a Journey, On Familiar Style, The Past and the Future 2. A. G. Gardiner: On Letter Writing, On Saying Please, On Smiles, On Living Again, All About a Dog

#### Reference Books Recommended for Further Reading:

- Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1915*. (NY, 1960)
- David Daiches, *A Critical History of English Literature* (Vol. IV)
- Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
- R. Alter. *Prose*. *Encyclopedia Britannica*.
- W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)
- Y. M. Sarode, *Galaxy of English Essayists* (New Delhi, 2022)

*[Handwritten signatures and dates]*  
22  
July 20/07/2023  
Jyothi



M.A. Part II (English) Third Semester  
3T5 (A) (Elective) African and Afro-American Literature

**Paper Objectives**

1. Will discuss the traditional poetry which refers to the poetry of the people in the countryside.
2. Will discuss playwrights to make the students understand the use of myths, folktales and its influence on black literature.
3. Will make an attempt to discuss the black literature fiction with a view to explaining the students that there is "one grand cultural ocean, in which white and black experiences have churned into one".

**Learning Outcomes**

1. Students will get introduced to the black fiction, since it occupies a very central position in explaining the importance of indigenous culture.
2. Through the black playwrights, the students will understand the necessity of black theatre.
3. Students will come to know about the black aesthetics.

**Unit I: (Poetry/Play)**

**Topics for Background:** Igbo Folklore, Jewish Race, Yorubaland, TaiSolarin, Bolekaja

**Texts for detail study:** 1. P. Bitek Okot- My Husband's Tongue is Bitter 2. J.P. Clark- Casualties  
3. Wole Soyinka: A Dance of the Forests

**Unit II (Fiction)**

**Topics for Background:** Imperialism, Subversion of Myths, Decolonization, African Aesthetics, African Trilogy

**Texts for detail study:** 1. Chinamanda Nguzi Adichie: *Half of a Yellow Sun* 2. Achebe, Chinua. *Things Fall Apart*

**Unit-III (Poetry/Play):**

**Topics for Background:** Harlem Renaissance, Chicago Defenders, Negro, Black separatism, Eugene O'Neill Theatre Centre

**Texts for detail study:** 1. Brooks, Gwendolyn- *The Blackstone Rangers* 2. Hughes, Langston-*Brass Spitoons, Cross* 3. Wilson, August. *Ma Rainey's Black Bottom*

**Unit IV (Fiction):**

**Topics for Background:** Negro, Black, Black Aesthetics, Black unwisdom, Neo-colonialism, Quest for Identity

**Texts for detailed study:** 1. Ellison, Ralph. *Invisible Man* 2. Morrison, Toni. *The Bluest Eye*

**Reference Books for Further Reading:**

- Emmanuel, Obiechina. *Culture, Tradition, and Society in the West African Novel* (CPU, 1975)  
Moore, Gerald. *Twelve African Writers*. (London: Hutchinson & Co. Ltd. 1980.  
Dathrone, O.R. *African literature in the Twentieth Century*. London: Heinemann, 1979.  
Benham, Martin. *African Theatre Today*. London: Pitman Publishing, 1976. Larson, Charles.  
*The Emergence of African Fiction*. Bloomington: Indiana Univ. Press, 1971.  
Houston Baker, Jr. *Blues, Ideology, and Afro-American Literature* (Chicago Uni. Press, 1964) Lawrence  
Levine. *Black Culture and Black Consciousness* (Oxford: OUP, 1977)  
Louis Lomax. *The Negro Revolt* (Harper: New York, 1962)  
Richard Barksdale *Black Writers of America: A Comprehensive Anthology* (NY: Macmillan, 1972).  
Palwekar, Sanjay. *Human Rights and Literature*. Author Press, India 2019





**M.A. Part II (English) Third Semester  
3T5 (B) (Elective) Pandemic Studies and Literature**

**Paper Objectives**

1. To trace history to understand the significance of protection from epidemic or pandemic through realistic account of effects of pandemic
2. To make readers aware what life might be like in the grips of a global epidemic.
3. To behold the pitiable condition of society and develop compassion in an individual for fellow beings.

**Learning Outcomes** Students will be able

1. To understand that Men of letters can embroider their stories to make the final result more interesting and dramatic.
2. To recognize the social implications of the pandemic through vivid descriptions in the text.
3. To cultivate deeper level of understanding of the characters who survived and rebuild, physically and emotionally

**Unit I**

**Background Topics:** The end of the Pax Romana (the Roman Peace), Justinian plague and the decline of Byzantine Empire (541-42 A.D.), Boccaccio's *The Decameron*, Plague in Elizabethan Plays, American Plagues of 16<sup>th</sup> Century

**Text for detail study:** Daniel Defoe: *Journal of Plague Year* (1722)

**Unit II**

**Background Topics:** Grand-Saint-Antoine: Great Plague of Marseille (1720-1723), The murder of Archbishop Ambrosius (The Russian Plague 1770-72), Philadelphia yellow fever epidemic (1793), First Cholera Pandemic (1817), Third Plague Epidemic (1855)

**Text for detail study:** Kathrine Anne Porter: *Pale Horse, Pale Rider* (1939)

**Unit III Background Topics:**

Fiji Measles Pandemic (1875), Flu Pandemic (1889-90), Invention of Salk vaccine: American Polio Epidemic (1916), Spanish Flu (1918-20)

**Text for detail study:** Albert Camus: *The Plague* (Hamish Hamilton, 1948)

**Unit IV**

**Background Topics:** Asian Flu (1957-58), AIDS pandemic and epidemic (1981), H1N1Swine Flu Epidemic, (Georgian Flu), Ebola (2014-16), Zika Virus Epidemic (2015)

**Text for detail study:** Emily St. John Mandel: *Station Eleven*

**Reference Books Recommended for Further Reading:**

Molly Caldwell Crosby, *The American Plague: The Untold Story of Yellow Fever; The Epidemic That Shaped Our History*

Laurie Garrett, *The Coming Plague: Newly Emerging Diseases in a World Out of Balance*

Barbara W. Tuchman, *A Distant Mirror: The Calamitous 14th Century*

Gina Kolata, *Flu: The Story Of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It*

Steven Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic—and How It Changed Science, Cities, and the Modern World*

John Barry, *The Great Influenza: The Story of the Deadliest Pandemic in History*

John Kelly, *The Great Mortality: An Intimate History of the Black Death, the Most Devastating Plague of All Time*

*(Handwritten signatures and dates)*  
2023  
24/20  
20/20/2023  
20/20/2023



**M.A. Part II (English) Third Semester  
3T5 (C) (Elective) History of English Language – I**

**Paper Objectives**

1. This paper will provide learners with a foundation in the history and development of the English Language to the present.
2. The study of this paper will help learners anticipate how the countless generations have welded and polished the English language and have added the richness to the language.
3. The study of this paper will help the learners understand the contribution of Great writers to the development of the language.

**Learning Outcomes**

1. The students will be in a position to evaluate the main influences that combined to push Old English forward as a distinct language.
2. The students can categorize the ways in which cultural, social and historical differences through ages have influenced the development of Modern English and have added richness to the language.
3. The students will be in a position to acknowledge the contribution of great writers to the development of language.

**UNIT I: The Prehistory of English**

Language Classification and Language Families – The Indo-European Family, the Teutonic languages, the Teutonic Verbal System, the Teutonic Accent of Words, the First Sound-shifting, the Birth of English

**UNIT II: The Periods in the History of English**

Old English – Old English Dialects, Characteristics of Old English, Old English Vocabulary, Foreign Elements and Influences  
Middle English – The Dialects of Middle English, Characteristics of Old English, The Rise of Standard English

**UNIT III:**

Modern English - The Dialects of Modern English, Characteristics of Modern English, Modern English Vocabulary

**UNIT IV:**

Contributions of Great writers and Books to English Language – Introduction, Chaucer, Spenser, William Shakespeare, John Milton, Bible

**Reference Books for Further Reading**

- Bradley, Henry. *The Making of English*. The Macmillan and Company Ltd., 1915.  
Bough, Albert. C. *A History of the English Language*. Taylor and Francis, 1993.  
Jespersen, Otto. *Growth and Structure of the English Language*. Read Books Ltd., 2011.  
Potter, Simcon. *Our Language*. Penguin Books, 1976.  
Pyles, Thomas. *The Origins and Development of English Language*. Harcourt, Brace and World, 1964.  
Roy, R.N. *A Short History of the English Language and English Phonetics*. A. Mukherjee and Co, Pvt. Ltd., 1989.

*[Handwritten signatures and a date stamp: 20/07/2023]*



**M.A. Part II (English) Fourth Semester  
Paper 4T1 (Mandatory) Indian Diaspora Writing**

**Course Objectives**

1. To enable students to understand the historical background of international migration.
2. To understand the linkages between international migration, diaspora, and transnationalism.
3. To establish how immigration, diaspora and transnationalism are studied in the context of Indian diaspora.

**Learning Outcomes**

- The students will learn characteristic features of the diaspora writings such as quest for identity, uprooting and re-rooting, insider and outsider syndrome, nostalgia and nagging sense of guilt.
2. The learners will explore how Indian Diaspora writings has helped in establishing a strong network connecting the entire globe.
  3. The commonality and inclusiveness of India will be seen from a new point of view.

**Unit I: (Indian Prose)**

**Background:** Homeland Influences, Host land Pressures, Diaspora, Identity, Assimilation

**Text for detail study:** 1. Salman Rushdie: Imaginary Homelands- 2. V. S. Naipaul: *A House for Mr. Biswas*

**Unit II: (Diaspora Female Writers)**

**Background:** Acculturation, Multiculturalism, Creole, Diaspora and Utopia, Historical Understanding.

**Text for detail study:** 1. Jhumpa Lahiri, *The Namesake* 2. Chitra Banerjee Divakaruni: *The Mistress of Spices*

**Unit III: (Indian Diaspora Poetry)**

**Background:** Language and Culture as Diasporic Markers, The Economic Dimension, Displacement, Indian origin, Consciousness of cultural heritage and deep attachment to India.

**Text for detail study:** 1. Meena Alexander: *Night Scene, the Garden, House of a Thousand Doors, Manhattan Music, Raw Silk, Without a Place* 2. Sujata Bhatt: *A Colour of Solitude, Monkey Shadow, The Stinking Rose, Brunizem* 3. Uma Parameswaran: *Sisters at the Well* (2002, Collection of Poems)

**Unit IV: (Booker Prize Winner Indian Diaspora)**

**Background:** Political relationships with the Homeland, Globalization, Nationalism, Ambivalence, Alienation

**Text for detail study:** 1. Arvind Adiga: *The White Tiger*; 2. Kiran Desai: *The Inheritance of Loss*

**Reference Books for Further Reading:**

Dr. Priya D. Wanjari and Dr. Urmila Dabir: *Diaspora in the Novels of Jhumpa Lahiri, Amitav Ghosh, and Salman Rushdie*, Dattsons

Jasbir Jain, *Writers of Indian Diaspora*, Jaipur: Rawat, 1998

Somduit Mandal, *The Diasporic Imagination: Asian-American Writing* Volume 3, New Delhi.

P Shnilaja & T Vinoda, *The Expatriate: Indian writing in English* Volume 1, 2 & 3, New Delhi

Vijay Mishra: *The Literature of Indian Diaspora: Theorizing the Indian Imagery*, Routledge,

Palwekar, Sanjay, *Multiculturalism: Dynamics and Challenges*, Authorpress, India, 20014

*(Handwritten signatures and dates)*  
S. Manjari  
20/07/2023  
J. Manjari  
20/07/2023  
J. Manjari



M. A. Part II (English) Fourth Semester  
Paper 4T2 (Mandatory) Literary Criticism and Theory II

**Paper Objectives**

1. To present complex movements in contemporary critical discourses in simple lucid language.
2. To draw interdisciplinary approaches and trace cross currents in critical essays.
3. To introduce different theories and links between criticism and theory.

**Learning Outcomes**

1. The students will be able to understand the Deconstruction theory
2. The students will be able to understand Marxism and its impact on literature
3. The students will be able to understand the concept of "Orientalism"

**UNIT I**

**Background Topics:** Structuralism, Post-structuralism, Deconstruction, Metalanguage,

**Topics for Detail Study:** 1. Ferdinand de Saussure: *The Object of Study*

2. Jack Derrida: *Structure, Sign, and Play in the Discourse of Human Sciences*

**UNIT II**

**Background Topics:** Marxist Criticism, Metanarrative, Logocentrism, Reader Response Theory

**Texts for Detailed Study:** 1. Edmund Wilson: *Marxism and Literature*

2. Roland Barthes: *The Death of the Author*

**UNIT III**

**Background Topics:** Russian Formalism, Psycho-analytic criticism, Surrealism, Feminism.

**Texts for Detailed Study:** 1. Lionel Trilling: *Freud and Literature*

2. Mikhail Bakhtin: *Discourse in the Novel*

**UNIT IV**

**Background Topics:** Neo-humanistic Tradition, Subaltern Studies, New Historicism, Ecoeriticism

**Texts for Detailed Studies:** 1. E. D. Hirsch, Jr. *Faculty Perspectives*

2. Edward Said: *Crisis (In Orientalism)*

**Reference Books for Further Reading:**

Christopher Norris: *Deconstruction: Theory and Practice*, Routledge, 1982

Barry, Peter: *Beginning Theory*, 1995.

David Lodge: *Twentieth Century Literary Criticism*, Longman, 1972

Leitch, Vincent, B. (ed.) *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.

S.D. Palwekar: *Literature and Environment: A Select Study of British, American and Indian Writings*, Lambert Academic Publishing, Germany, 2012.

*[Handwritten signatures and dates]*  
S. M. Patil  
D. S. Patil  
A. S. Patil  
R. S. Patil  
20/07/2023  
S. D. Patil  
27



M.A. Part II (English) Fourth Semester  
Paper 4T3 (Mandatory) Postcolonialism and Literature

**Paper Objectives**

1. To seek a direct correspondence between literary texts and dominant ideas in post-colonial period.
2. To explore new and emerging concerns in the field of postcolonial studies.
3. To explain increasing emphasis on globalization, multiculturalism and neo-colonial politics in contemporary postcolonial literature.

**Learning outcomes**

1. The students will have prescient information about ideas of literary texts, authors and movements in postcolonial times.
2. The students will understand the impact of Western cultural imperialism brought on by globalization.
3. The students will understand the postcolonial migration and the growth of migrant communities.

**Unit-I**

**Background Study:** Colonialism, imperialism and decolonization, Gayatri Chakravorty Spivak, "Can the Subaltern Speak?" Third World Approach, Feminism and postcolonialism, Subaltern studies and postcolonialism

**Text for detail study:** Mahasweta Devi: *Breast Stories*

**Unit II**

**Background Study:** Decolonizing the Mind, Language and Imperialism, Language and Culture, Neocolonialism

**Text for Detail Study:** 1. Ngugiwa Thiong'o: *Devil on the Cross* 2. JM Coetzee: *Disgrace*

**Unit III**

**Background Study:** Latin American Literature, Caribbean literature, Creole and Pidgeon, Magical realism, "Commonwealth" literature

**Text for Detail Study:** Jean Rhys: *Wild Sargasso Sea*

**Unit IV**

**Background Study:** Globalization, Transnationalism, Urbanization, Cosmopolitanism, Neo-imperialism

**Text for Detail Study:** Arundhati Roy: *The God of Small Things*

**Reference Books for Further Reading**

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin (eds), *Key Concepts in Post-Colonial Studies*, Routledge, 1998.

Banerjee, Prantik, *Teaching of Culture, Culture of Teaching*, Dattsons Publisher, Nagpur, 2022

Boehmer, Elleke, *Colonial and Postcolonial Literature*, Oxford University Press, 1995.

Gandhi, Leela, *Postcolonial Theory: An Introduction*, Edinburgh University Press, 1998.

Loomba, Ania, *Colonialism/Postcolonialism*, Routledge, 1998.

Nayar, Pramod, *Postcolonial Literature: An Introduction*, Pearson: Longman, 2008.

Walder, Dennis, *Post-Colonial Literatures in English: History, Language, Theory*, Blackwell, 1996.

Dodewar, Anil, *Chinua Achebe's Novels, A Study of Culture and Gender*, Prestige Books International, 2022

*[Handwritten signatures and dates]*  
28  
20/07/2023  
Joshi



M.A. Part II (English) Fourth Semester  
Paper 4T4 (A) (Elective) European Fiction and Drama

**Paper Objectives**

1. To introduce the epic of Homer and Virgil. Tragic Drama under Aeschylus, Sophocles and Euripides and comedy under Aristophanes and Plautus
2. To introduce the key contributions of Boccaccio, Dante Alighieri and Petrarch, Dante's *Divine Comedy*. The influence of the *Decameron* and Petrarch's sonnets.
3. The birth of the literary movements of Romanticism and Naturalism, the influence of Kant and Rousseau will be dealt with

**Learning Outcomes**

1. Students will be able to understand the contribution of classical texts to the development of modern texts and also learn the characteristics of the literature of the medieval period
2. Students will learn about the social and political events of the time that created a vibrant intellectual atmosphere.
3. Students will understand the influence of the WW-I and WW-II on European fiction and drama

**Unit I: Classical Texts**

**Background topics:** Normandy Conquest, Feudalism, Chivalry, Knighthood, Magna Carta

**Texts for detail study:** 1. Homer *Odysseus* 2. Sophocles *Antigone*

**Unit II: Medieval Europe**

**Background topics:** Boccaccio, Petrarch, Dante and Beatrice, The Gutenberg Bible, Niccolo Machiavelli

**Text for detail study:** Cervantes: *Don Quixote*

**Unit III: Nineteenth Century European Drama and Fiction**

**Background Topics:** Sturm and Drang playwrights, Emile Zola and Naturalism, Victor Hugo, Rousseau's *Emile*, Goethe's *The Sorrows of young Werther*

**Text for detail Study:** 1. Gustave Flaubert: *Madam Bovary* 2. Henrik Ibsen: *Doll's House*

**Unit IV: Twentieth Century European Drama and Fiction**

**Background Topics:** Avant Garde theatre, Alienation Effect, Existentialism and Camus, Thomas Mann, Heroism in post war European drama

**Text for detail Study:** 1. Kafka: *Metamorphosis* 2. Bertolt Brecht: *Mother Courage*

**Reference Books for Further Reading:**

Harold Bloom. *The Western Canon* 1994 (For unit II)

Hayden White. *The Historical Imagination in Nineteenth Century Europe* (for Unit. III)

George Steiner. *Death of Tragedy* (Chapter 'On Modern Tragedy')

Raymond Williams. *Tragedy and Revolution*

Martin Esslin. *Theatre of the Absurd*

*[Handwritten signatures and dates]*  
29/07/2023



**M.A. Part II (English) Fourth Semester  
Paper 4T4 (B) (Elective) Disability Studies**

**Paper Objectives**

1. To understand the many modes of intersection between literature and disability.
2. To destabilize established theoretical paradigms to literary criticism and provide a fresh approach to analysing all literary texts.
3. Re-reading both canonical and modern works from the lens of disability studies.

**Learning Outcomes**

1. Students will be exposed to a new emerging field of literary studies.
2. Students will be able to adopt interdisciplinary approach in their understanding of literary texts under the rubric of disability studies.
3. They will be sensitized to the most pressing issues of our age about aging, empathy, minority status, social care and citizenship.

**UNIT I**

**Background Topics:** Ableism, Extraordinary bodies, Normate, medical model of disability, social model of disability, interactionist model

**Text for Detailed Study:** Alice Hall: *Literature and Disability*; Chapter 1. Disability Studies Chapter 2. An Introduction to Disability Studies

**UNIT II**

**Background Topics:** Neuro-novel, narrative prosthesis, ablenationalism, dismodernism, crip, supercrips

**Text for Detailed Study:** John Steinbeck: *Of Mice and Men*

**UNIT-III**

**Background Topics:** Intersectionality of disability studies, disability and feminism, disability aesthetics, disability and postcolonial theory, Foucault's bio-power, disability as subject position

**Text for Detailed Study (Short Stories):** 1. D.H. Lawrence: *The Blind Man* 2. Raymond Carver: *Cathedral*

**UNIT-IV**

**Background Topics:** Ocularcentric epistemologies, visual politics, disability life writing, cripple poetics, disability and impairment, crip poetry

**Text for Detailed Study:** 1. John Milton: *On His Blindness* 2. Willfred Owen: *Disabled* 3. Neil Marcus: *Disabled Country*

**Reference Books for Further Reading**

Anita Ghai: *Disability in South Asia, Knowledge and Experience*. Sage Publications Pvt. Ltd

Dan Goodley: *Disability Studies. An Interdisciplinary Introduction*. Sage Publication Pvt. Ltd.

Gerard Goggin and Christopher Newell, *Disability in Australia: Exposing a Social Apartheid* Sydney;

University of New South Wales Press, 2005

Miles Beauchamp, Windy Chung, Aligender, Magliner. *Disabled Literature: A Critical Examination of*

*Portrayal of Individuals with Disabilities in selected works of Modern and Contemporary American*

*Literature*. New York. Brown Walker Press.

*(Handwritten signatures and dates)*  
30  
20/07/2023  
Appl



**M.A. Part II (English) Fourth Semester  
Paper 4T4 (C) (Elective) History of English Language – II**

**Paper Objectives**

1. The study of this paper will help the learners to understand the influence of foreign elements to the growth and development of English Language.
2. The study of this paper will help the learners to understand the semantics of English language.
3. To help the learners understand the changes that has occurred in English grammar over the ages.

**Learning Outcomes**

1. The students will appreciate the remarkable ability of English language to form new words by borrowing new words from foreign languages.
2. The students will learn the semantics of English language and how the language has undergone changes in the meaning of the words along with the addition of new words in the process of development.
3. The students can assess the significant ways in which the language continues to evolve to meet the requirement of its users.

**Unit I**

Foreign Elements in English Language – Introduction, the Scandinavian, the French, the Latin, the Indian influence.

**Unit II**

Word Making in English – Introduction, Derivation (Native Affixes, Foreign Affixes, and Diminutives), Back Formation and Shortening, Composition, Conversion, New words from the Names of Places and Persons, Obscure words, Root Creation, Folk Etymology

**Unit III**

Semantics – Introduction, Generalization of Meanings, Restriction of Meaning, Multiplication of Meaning, Degeneration of Meaning, Elevation of Meaning, Simple Substitution of New Meanings, Isolation of meaning, Concretization of Meaning, Euphemism, Loss of Intensity, Metaphorical Substitution

**Unit IV**

The Historical Development of English Grammar – Introduction, the S-ending in Nouns, Disappearance of the Old Word-Order, Numerals, the Pronominal System, the History of the Forms in -ing, the History of the Verbal Ending -s, the History of the Tense System, the Syntax of the Infinitive English as a World Language

**Reference Books for Further Reading**

- Bradley, Henry. *The Making of English*. The Macmillan and Company Ltd., 1915.  
Bogh, Albert. C. *A History of the English Language*. Taylor and Francis, 1993.  
Jespersen, Otto. *Growth and Structure of the English Language*. Read Books Ltd., 2011.  
Potter, Simeon. *Our Language*. Penguin Books, 1976.  
Pyles, Thomas. *The Origins and Development of English Language*. Harcourt, Brace and World, 1964.  
Roy, R.N. *A Short History of the English Language and English Phonetics*. A. Mukherjee and Co. Pvt. Ltd., 1989.

*S. Marathe*  
*20/07/2023*  
*20/07/2023*  
*31*  
*Jupli*





## Pattern of question papers

### A. Pattern of Question Paper except for Paper No.1T4, 2T4, 3T4, 3T5 (C), 4T4 (C)

1. There will be four units in each paper
2. Question paper will consist of five questions and all questions shall be compulsory
3. First Four long answer questions (to be attempted in about 800 words) will be on four units with internal choice (one question to be attempted out of two on each unit) based on the text prescribed for detail study.
4. Fifth Short answer question (to be attempted in about 200 words) will be based on the topics prescribed for the study of background topics. It will be compulsory with question from each of the four units having equal weightage without internal choice.

### B. Pattern of Question Papers No.1T4, 2T4, 3T4

1. There will be two units in each paper.
2. Question paper will consist of three questions and all questions shall be compulsory.
3. First two long answer questions (to be attempted in about 800 words) will be on two units with internal choice (one question to be attempted out of two on each unit) based on the text prescribed for detail study.
4. Fifth Short answer question (to be attempted in about 200 words) will be based on the topics prescribed for the study of background topics. It will be compulsory with question from each of the two units having equal weightage without internal choice.

### C. Pattern of Question Papers for Paper No. 3T5 (C), 4T4 (C)

1. There will be four units
2. Question paper will consist of five questions and all questions shall be compulsory.
3. Four questions will be on four units with internal choice (one question out of two from each unit)
4. Fifth question will be compulsory with questions from each of the four units having equal weightage and there will be no internal choice.

### D. General Rules and Regulations

- (i) Each paper of 4 credits will be of 3 hours duration.
- (ii) Each paper of 2 credits will be of 2 hours duration
- (iii) Maximum marks allotted are 80 for theory and 20 for internal assessment.

E. The students for internal assessment will be judged in accordance with the following framework:

Activity	Classroom seminar presentation	Home Assignment	Viva voce conducted on submitted HA	Participation in departmental activities
Marks	05	05	05	05



### Absorption Scheme

1. Students appearing in M.A. I (Semester-I Examination to be held in Winter 2022 examination and all Ex-students appeared earlier shall be given additional 3 Attempts i.e. Winter examination of 2023 and Summer and Winter examination of 2024. Those who fail to clear M.A.I examination (of the Semester Old CBCS (NEP) Syllabus) shall have to opt in New Education Policy (NEP)-20 Semester Pattern in the new syllabus of Semester-I to be implemented from the academic session 2023-24.
2. Students appearing in M.A-II (Semester-III) Examination to be held in Winter Examination of 2023 and all Ex students shall be given 3 additional chances i.e. winter 2023 and summer & winter examination of 2024. Those who fail to clear the M.A-I & II examinations as per the scheme above, shall have to opt for the papers from the New Education Policy 20 Program being implemented from academic session 2023-24 in Semester - I.
3. The candidates who exhaust the attempts permissible and are yet unable to get through the old syllabus will have the option to select the alternatives as given in the following tables from the new syllabus.

### Semester I

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
IT1	English Poetry from Chaucer to Milton	IT1	English Poetry from Chaucer to the Eighteenth Century
IT2	The Renaissance Drama	IT2	English Drama from the Elizabethan Age to Restoration Period
IT3 (A)	Indian Writing in English-I	IT5 (B)	Travel Literature
IT3 (B)	Indian Diasporic Fiction-I	IT5 (B)	Travel Literature
IT3 (C)	Indian Writing in Translation	IT5 (B)	Travel Literature
IT3 (D)	Indian Literary Criticism	IT5 (A)	Asian Literature
IT4 (A)	The English Novel-I	IT3	The English Novel-I
IT4 (B)	Literature and Gender	IT5 (B)	Travel Literature
IT4 (C)	Cultural Studies-I	IT5 (A)	Asian Literature
IT4 (D)	The English Prose	IT5 (A)	Asian Literature

*Handwritten signatures and dates:*  
S. Marathe  
20/10/2023  
Gupli  
33



### Semester II

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
2T1	Restoration and Eighteenth-Century English Literature	2T1	English Poetry from the Romantic to Postmodern Age
2T2	Modern English Drama	2T2	Modern English Drama
2T3 (A)	Indian Writing in English-II	2T5 (C)	Tribal Studies and Literature
2T3 (B)	Indian Diasporic Fiction-II	2T5 (C)	Tribal Studies and Literature
2T3 (C)	European Fiction and Drama	2T5 (A)	American Literature
2T3 (D)	Asian Literature	2T5 (A)	American Literature
2T4 (A)	The English Novel-II	2T3	The English Novel-II
2T4 (B)	Comparative Literature	2T5 (B)	Trauma Studies
2T4 (C)	Cultural Studies-II	2T5 (C)	Tribal Studies and Literature
2T4 (D)	English Language Teaching	2T5 (C)	Tribal Studies and Literature

### Semester III

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
3T1	Romantic and Victorian Poetry	3T5 (B)	Pandemic Studies and Literature
3T2	Literary Criticism and Theory-I	3T2	Literary Criticism and Theory-I
3T3 (A)	Nineteenth Century American Literature	3T5 (B)	Pandemic Studies and Literature
3T3 (B)	Trauma Studies and Literature	3T5 (B)	Pandemic Studies and Literature
3T3 (C)	Pandemic Studies and Literature	3T5 (B)	Pandemic Studies and Literature
3T3 (D)	English Comedies	3T5 (B)	Pandemic Studies and Literature
3T4 (A)	Communicative English-I	3T5 (B)	Pandemic Studies and Literature
3T4 (B)	Postcolonial Literature	3T5 (B)	Pandemic Studies and Literature
3T4 (C)	The History of English Language-I	3T5 (C)	The History of English Language-I
3T4 (D)	Dalit Literature-I	3T5 (B)	Pandemic Studies and Literature

*(Handwritten signatures and dates)*  
S. Narayan  
Adil  
20/10/2023  
Shubham  
Joshi



**Semester IV**

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
4T1	Twentieth Century English Poetry	4T1	Indian Diaspora Writings
4T2	Literary Criticism and Theory-II	4T2	Literary Criticism and Theory-II
4T3 (A)	Twentieth Century American Literature	4T4 (B)	Disability Studies
4T3 (B)	African American Literature	4T4 (B)	Disability Studies
4T3 (C)	Disability Studies	4T4 (B)	Disability Studies
4T3 (D)	Film Studies	4T4 (B)	Disability Studies
4T4 (A)	Communicative English-II	4T4 (B)	Disability Studies
4T4 (B)	Research Writing and Presentation Skills in English Studies	4T4 (B)	Disability Studies
4T4 (C)	The History of English Language-II	4T4 (C)	The History of Language-II
4T4 (D)	Dalit Literature-II	4T4 (B)	Disability Studies

**Tentative Schedule Recommended for the paper wise Completion of Syllabus**

Work Load: Four/Two lectures per week of one hour each for each paper

Activity to achieve Paper Objectives and get desired Learning Outcomes	Number of Lectures required ( 4 credit paper)	Number of Lectures required ( 2 credit paper)
Bridging present paper with information students have on the subject	01	00
Introducing Question Paper Pattern	01	00
Background Topics (04 lectures for each unit = 16 lectures of one hour each)	16	08
Topics for detail study (08 lectures for each unit = 32 lectures of one hour each)	32	16
Classroom Seminar	04	04
Submission of Assignments	01	00
Viva Voce	01	00
Test Examination (01 lecture of one hour for each unit)	04	02
<b>Semester wise Lectures for each paper</b>	<b>60</b>	<b>30</b>

Note: For the paper with 2 credits, submission of assignments and conducting viva-voce should be carried out with equal distribution of number of students in the papers of 4 credit.

Handwritten signatures and initials are present below the table, including names like S. N. Kulkarni, P. S. Kulkarni, and others. A page number '35' is also visible.



## GUIDELINES

1. The students shall undergo on-job training (internship/apprenticeship) for 3 to 4 weeks in semester II of the programme. They shall spend the said period in the institution to upskill themselves, and the report and certificate of the same be submitted to the Head of the Department. The students must complete on-job training (OJT)/Internship of 4 credit during summer break after completion of the second semester of the first year. They shall prepare and submit the comprehensive report of internship they undergo on day to day basis. The report shall be submitted to the department before the commencement of the theory examination of the semester concerned. This report shall carry 80 marks and the internal assessment on the same will carry 20 marks.
2. As to Field Project, the students shall conduct field project on the issue which the Head of the Department deem relevant to society in general. They shall conduct survey, collect data and make interpretation and analysis of the same. They must come up with some convincing conclusions and recommendations. They shall submit the report to the Head of the Department before the commencement of the theory examination of the semester concerned. This report shall carry 80 marks and the internal assessment on the will carry 20 marks.
3. In semester III and semester IV, the students shall undertake Research Project which carries 4 and 6 credits respectively. The project shall be conducted under the supervision of the faculty member and be approved by the Head of the Department.
4. Four credit research project in semester III shall have 100 marks including project itself and the internal assessment (Project 80 marks + 20 internal assessment). And passing marks shall be 40, project and internal assessment together.
5. Six credit research project in semester IV shall have 150 marks including project itself and the internal assessment (Project 120 marks + 30 marks internal assessment). And passing marks shall be 75, project and internal assessment together. The project shall be undertaken under the supervision of the faculty member and the project be approved by the Head of the Department. The students shall submit the report of the research project before the commencement of the theory examination of the semester concerned.
6. The students can carry out separate research projects in semester III and semester IV or they can continue the research project of semester III in semester IV. If the students wish to continue semester III research project in semester IV, they shall ensure that they strictly follow the conditions below:

36  
20/07/2023  
Anshu





राष्ट्रसंत तुकडोजी महाराज नागपुर विश्वविद्यालय, नागपुर  
बी.ए.सेमेस्टर I (CBCS)  
हिन्दी साहित्य  
राष्ट्रीय शिक्षा नीति 2020 अनुसार  
शैक्षणिक सत्र 2022-23 से प्रस्तावित

पाठ्यपुस्तक: साहित्य विविधा  
सम्पादक: डॉ संतोष गिरहे, डॉ श्यामप्रकाश पांडे  
प्रकाशक: लोकभारती प्रकाशन, नई दिल्ली

कोर्स के उद्देश्य:-

- प्रश्न पत्र का उद्देश्य विद्यार्थी में आधुनिक काल में कथा जैसी महत्वपूर्ण विधा के विविध सोपानों से परिचित कराना।
- विद्यार्थी को हिंदी गद्य विधा में निहित सामाजिक चिंतन की बारीकियों से अवगत कराना।
- कथा विवेचन और विश्लेषण की क्षमता का विकास हो सकेगा।
- इस प्रश्नपत्र का आशय विद्यार्थी को विषय के इतिहास से परिचित कराना तथा हिन्दी साहित्य की परंपरा का परिचय कराना।
- विद्यार्थी को आदिकाल से लेकर रीतिकाल तक के साहित्यकारों, प्रवृत्तियों, चिंतन पद्धतियों का बोध प्राप्त हो सकेगा।

इकाई -I

- 1.मलबे का मालिक (कहानी)- मोहन राकेश
- 2.साहित्य जनसमूह के हृदय का विकास है (निबंध)- बालकृष्ण भट्ट
- 3.प्रेमचंद: लहमी में जन्म एवं अंतिम बीमारी (जीवनी) (कलम का सिपाही से)- अमृतराय
- 4.अध्यक्ष महोदय (व्यंग्य निबंध)- शरद जोशी

इकाई -II

- 1.रजिया (रेखाचित्र)-रामवृक्ष बेनीपुरी
- 2.मैं नर्क से बोल रहा हूँ ! (व्यंग्य)-हरिशंकर परसाई
- 3.साहित्य में प्रासंगिकता का प्रश्न (निबंध) - निर्मल वर्मा

*Signature*  
29/08/22

*Signature*

*Signature*

*Signature*  
29/08/22

*Signature*  
29/08/22



4. आस्था और रोमांच की यात्रा (यात्रा वृत्तान्त) – पवन चौहान

**इकाई -III**

आदिकाल की पृष्ठभूमि, काल विभाजन एवं नामकरण, प्रमुख प्रवृत्तियाँ (सिद्ध साहित्य, नाथ साहित्य, जैन साहित्य, रासो साहित्य, लौकिक साहित्य)  
आदिकाल की विशेषताएँ, प्रमुख कवियों का परिचय

**इकाई -IV द्रुत वाचन**

अ) निम्नलिखित रचनाकारों का संक्षिप्त परिचय-

1. प्रतापनारायण मिश्र
2. यशपाल
3. आचार्य रामचंद्र शुक्ल
4. उषा प्रियंवदा

ब) निम्नलिखित रचनाओं का संक्षिप्त परिचय

1. जागो फिर एक बार ! (कविता) - सूर्यकांत त्रिपाठी 'निराला'
2. आकाशदीप (कहानी) - जयशंकर प्रसाद
3. वसंत आ गया है (निबंध) - डॉ. हजारीप्रसाद द्विवेदी
4. हाशिए पर कुछ नोट्स (जीवनी) (एक साहित्यिक की डायरी से) - मुक्तिबोध

➤ विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि :-

1. आदिकालीन किन्हीं दो कवियों की पी.पी.टी. द्वारा प्रस्तुति।
2. आदिकालीन किन्हीं दो कवियों का सचित्र जीवन परिचय संकलन एवं प्रस्तुतिकरण।

➤ अध्ययन अध्यापन पद्धति:- समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन।

कोर्स के परिणाम

24/08/22  
2

24/8/2022





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

- विद्यार्थियों में विषय की गहन समझ विकसित होगी।
- उनकी भाषिक दक्षता बढ़ेगी। आलोचनात्मक-विवेचनात्मक चेतना विकसित होगी।
- उनमें सामाजिक जागरूकता आएगी तथा जीवन-संघर्ष के प्रति स्वस्थ दृष्टि विकसित होगी।
- उनमें जीवन-मूल्यों की समझ तथा उनके संरक्षण की प्रवृत्ति बढ़ेगी।
- उनमें बहुभाषिक, बहु-सांस्कृतिक समस्याओं को समझने की प्रवृत्ति बढ़ेगी।

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*  
29/08/2022

*[Handwritten signature]*  
29/08/2022



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

बी.ए.सेमेस्टर II (CBCS)

हिन्दी साहित्य

राष्ट्रीय शिक्षा नीति 2020 अनुसार  
शैक्षणिक सत्र 2022-23 से प्रस्तावित

पाठ्यपुस्तक: साहित्य विविधा

सम्पादक: डॉ संतोष गिरहे, डॉ श्यामप्रकाश पांडे

प्रकाशक: लोकभारती प्रकाशन, नई दिल्ली

कोर्स के उद्देश्य:-

- साहित्यिक विधाओं के माध्यम से विद्यार्थी में कौशल विकसित करना। जिनके प्रशिक्षण से वह जीवन में कई क्षेत्रों से परिचित हो सकेगा।
- हिन्दी नाटक और रंगमंच ऐसी गद्य विधा है जिसके विवेचन-विश्लेषण से सामाजिक दायित्व का बोध प्राप्त हो सकेगा।
- प्रश्नपत्र का उद्देश्य विद्यार्थी में काव्य की समझ और आस्वाद क्षमता का विकास करना।
- कवियों एवं कविताओं के वैचारिक धरातल से विद्यार्थी को जन-जन से जोड़ना।

इकाई -I & II

बकरी (नाटक) – सर्वेश्वरदयाल सक्सेना (वाणी प्रकाशन, नई दिल्ली)

इकाई -III

महाकाव्य

खण्डकाव्य

उपन्यास

कहानी

नाटक

एकांकी

आत्मकथा

जीवनी

साक्षात्कार

29/08/2022  
29/08/2022



**इकाई -IV द्रुत वाचन**

**अ) निम्नलिखित रचनाकारों का संक्षिप्त परिचय-**

1. सुभद्राकुमारी चौहान
2. हरिवंशराय बच्चन
3. नंददुलारे वाजपेयी
4. कमलेश्वर

**ब) निम्नलिखित रचनाओं का संक्षिप्त परिचय**

1. रोटी और संसद (कविता) - 'धूमिल'
2. बादलों के घेरे (कहानी) - कृष्णा सोबती
3. अग्नि की उड़ान (आत्मकथा) - डॉ. ए. पी. जे. अब्दुल कलाम
4. सोना (संस्मरण) - महादेवी वर्मा

- विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि:- कक्षा में किसी भी एक रोचक कहानी का भावपूर्ण पठन करना।
- अध्ययन अध्यापन पद्धति:- समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन।

**कोर्स के परिणाम :-**

- विद्यार्थियों को पठित विधा का विस्तृत परिचय होगा, उनमें साम्य-वैषम्य का बोध विकसित होगा।
- उनमें सामाजिक समस्याओं के चित्रण का, उनको देखने का दृष्टिकोण विकसित होगा।
- उनकी भाषिक दक्षता विकसित होगी।
- उनमें सामूहिक चेतना का विकास/बोध होगा।
- उनमें मानवीय मूल्यों की समझ विकसित होगी।

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*  
29/8/2022

*[Signature]*  
29/8/2022



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

बी. ए. सेमेस्टर I (CBCS)  
हिन्दी (अनिवार्य)  
राष्ट्रीय शिक्षा नीति 2020 अनुसार  
शैक्षणिक सत्र 2022-23 से प्रस्ताविक

पाठ्यपुस्तक: साहित्य सृजन  
सम्पादक: डॉ. मधुलता व्यास, डॉ. राजेन्द्र मालोकर  
प्रकाशक: लोकभारती प्रकाशन, नई दिल्ली

कोर्स के उद्देश्य:-

- वैचारिक लेखन के माध्यम से विद्यार्थी को नवीन चिंतन धारा की ओर अग्रेषित करना।
- विचार या विचारधारा के बारे में सम्यक जानकारी विकसित करना।
- प्रश्नपत्र के माध्यम से हिन्दी के प्रतिनिधि लेखक या साहित्यकार की रचनात्मकता और विचारों से सीधे विद्यार्थी को जोड़ना।
- साहित्यकार के व्यक्तित्व, जीवन और विचार से विद्यार्थी को बोध कराना।

इकाई -I निबंध

सामान्य विषय पर निबंध  
निबंध साहित्य: परिभाषा, स्वरूप, तत्व एवं प्रकार

इकाई -II गद्य विभाग

1. संत साहित्य की ऐतिहासिक भूमिका (निबंध) - रामविलास शर्मा
2. सलाम (कहानी) - ओमप्रकाश वाल्मीकि
3. आवाज का नीलाम (एकांकी) - डॉ. धर्मवीर भारती
4. पहला सफेद बाल (व्यंग्य) - हरिशंकर परसाई

इकाई -III पद्य विभाग

1. मनुष्यता - मैथिलीशरण गुप्त
2. जीवन नहीं मरा करता है - गोपालदास 'नीरज'
3. जो शिलाएँ तोड़ते हैं - केदारनाथ अग्रवाल
4. हँसो हँसो जल्दी हँसो - रघुवीर सहाय

29/06/2022

29/06/2022



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## इकाई-IV द्रुत वाचन

1. नमक का दारोगा (कहानी)–प्रेमचंद
2. चोरी और प्रायश्चित (आत्मकथा)–महात्मा गांधी
3. माँ पर नहीं लिख सकता कविता –डॉ. चंद्रकांत देवताले
4. एक अजीब- सी मुश्किल –कुँवर नारायण

### ➤ विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि :-

'आवाज का नीलाम' एकांकी नाटक का विद्यार्थियों द्वारा अभिनय के साथ प्रस्तुतिकरण ।

### ➤ अध्ययन अध्यापन पद्धति:- समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन ।

### कोर्स के परिणाम :-

- विद्यार्थियों को पठित विषय का समग्र बोध प्राप्त होगा ।
- उन्हें साहित्य और जीवन के सम्बन्धों तथा उनके प्रति विवेचनात्मक दृष्टि का ज्ञान होगा ।
- उनका विभिन्न सामाजिक स्थितियों, दशाओं, मूल्यों से परिचय होगा ।
- उनमें जीवन को देखने की तार्किक दृष्टि का विकास होगा ।
- उनमें मानवीय मूल्यों, बुराइयों, कमियों, खूबियों के प्रति संतुलित दृष्टि का विकास होगा ।

आधार ग्रन्थ- व्यावहारिक हिन्दी – रामकिशोर शर्मा, लोकभारती प्रकाशन, इलाहाबाद

29/08/2022

29/8/2022



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

बी.ए.सेमेस्टर II (CBCS)

हिन्दी (अनिवार्य)

राष्ट्रीय शिक्षा नीति 2020 अनुसार  
शैक्षणिक सत्र 2022-23 से प्रस्ताविक

पाठ्यपुस्तक: साहित्य सृजन

सम्पादक: डॉ.मधुलता व्यास, डॉ.राजेन्द्र मालोकर

प्रकाशक: लोकभारती प्रकाशन, नई दिल्ली

कोर्स के उद्देश्य:-

- हिंदी गद्य की विधागत विशेषता के साथ प्रतिनिधि रचनाओं के प्रासंगिक पक्षों से जोड़ना।
- सामाजिक चिंतन-मनन की प्रक्रिया का विकास करना।
- आधुनिक कवियों के परिचय द्वारा विद्यार्थी की काव्यचेतना तथा काव्य-विश्लेषण के सामर्थ्य का विस्तार करना।
- विद्यार्थी को कविता के साथ कवियों की दार्शनिक दृष्टि और समाज में उनकी प्रासंगिकता का भी बोध प्राप्त करना।

इकाई -I गद्य विभाग

- 1.सिलिया (कहानी)- सुशीला टाकभौरै
- 2.भारतीयता (निबंध)-अज्ञेय
- 3.एकलव्य ने अंगूठा दिखाया (हास्य व्यंग्य) -हरिशंकर परसाई
- 4.बयालीस के ज्वार की उन लहरों में (रिपोर्टाज)- कन्हैयालाल मिश्र 'प्रभाकर'

इकाई -II पद्य विभाग

- 1.चल पड़े जिधर दो डग, मग में - सोहनलाल द्विवेदी
- 2.हम दीवानों की क्या हस्ती - भगवतीचरण वर्मा
- 3.बहुत दिनों के बाद - नागार्जुन
- 4.बस्स ! बहुत हो चुका - ओमप्रकाश वाल्मीकि

इकाई -III

पत्र लेखन: सरकारी, अर्द्धसरकारी, आवेदन पत्र

8  
29/08/2022



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

पारिभाषिक शब्दावली: अंग्रेजी से हिन्दी एवं हिन्दी से अंग्रेजी शब्द

इकाई -IV द्रुत वाचन

1. झाँसी की रानी (कविता)– सुभद्राकुमारी चौहान
2. किस्सा जनतंत्र (कविता)– 'धूमिल'
3. यह देश एक है (निबंध)– रामधारी सिंह 'दिनकर'
4. गदर खत्म होइ गया (एकांकी)– लक्ष्मीनारायण लाल

➤ विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि:-

उपरोक्त कार्यालयीन पत्रों का प्रारूप (नमूना) तैयार करना।

पारिभाषिक शब्दावली में से प्रति शीर्षक 10 शब्दों का संकलन करना।

➤ अध्ययन अध्यापन पद्धति:- समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन।

कोर्स के परिणाम :-

- विद्यार्थियों को पठित गद्य विधाओं का विस्तृत परिचय होगा, उनमें लेखकीय शैली की समझ विकसित होगी।
- उन्हें प्रकृति और समाज की विविध दशाओं का परिचय होगा।
- उनमें समाज को देखने का विवेचनात्मक दृष्टिकोण विकसित होगा।
- उनमें मानवीय मूल्यों तथा भाषा के प्रयोग की समझ बढ़ेगी।
- उनमें परिस्थितियों को देखने, समझने और प्रस्तुत करने का दृष्टिकोण विकसित होगा।

आधार ग्रन्थ- व्यावहारिक हिन्दी – रामकिशोर शर्मा, लोकभारती प्रकाशन, इलाहाबाद

*[Signature]*

*[Signature]*

*[Signature]*

अध्यक्ष  
29/08/2022

अध्यापिका  
29/8/2022



बी.ए. सेमेस्टर-I (CBCS)  
प्रयोजनमूलक हिन्दी (Functional Hindi)  
राष्ट्रीय शिक्षा नीति 2020 अनुसार  
सत्र 2022-2023 से प्रस्तावित  
पेपर : प्रयोजनमूलक हिन्दी -I (ऐच्छिक)

**पाठ्यक्रम के उद्देश्य**

- विद्यार्थियों को प्रयोजनमूलक हिन्दी के स्वरूप से अवगत कराना ।
- हिन्दी की संवैधानिक स्थिति से परिचित कराना ।
- हिन्दी भाषा और देवनागरी लिपि की जानकारी देना ।

**पाठ्यक्रम के परिणाम(COs)**

प्रस्तुत पाठ्यक्रम का अध्ययन करने पर विद्यार्थी -

1. विद्यार्थी विविध क्षेत्र में हिन्दी के प्रयोग की जानकारी दे पाएगा ।
2. विद्यार्थी राजभाषा सम्बंधित संवैधानिक प्रावधानों की जानकारी दे सकेगा ।
3. विद्यार्थी हिन्दी भाषा की प्रकृति और देवनागरी लिपि की विशेषताओं को बता सकेगा ।
4. विद्यार्थी अपने लेखन कार्य में हिन्दी वर्तनी का प्रयोग करने में सक्षम होगा ।

**इकाई-I प्रयोजनमूलक हिन्दी: स्वरूप एवं व्याप्ति**

प्रयोजनमूलक हिन्दी: अर्थ एवं परिभाषाएं  
प्रयोजनमूलक हिन्दी की विशेषताएं एवं उपयोगिता  
प्रयोजनमूलक हिन्दी: विविध क्षेत्र

**इकाई-II राजभाषा हिन्दी-संवैधानिक स्थिति**

राजभाषा हिन्दी: संकल्पना, अर्थ एवं स्वरूप  
राजभाषा हिन्दी-संवैधानिक प्रावधान  
राजभाषा संबंधी अधिनियम  
राजभाषा हिन्दी संबंधी शिक्षण योजनाएं

**इकाई-III हिन्दी भाषा एवं देवनागरी लिपि का सामान्य परिचय**

हिन्दी भाषा की प्रकृति

10

29/08/2022

29/8/2022





हिन्दी भाषा का स्वरूप  
देवनागरी लिपि का परिचय  
देवनागरी लिपि की विशेषताएँ

**इकाई-IV हिन्दी व्याकरण**

मानक हिंदी वर्तनी  
वाक्य संरचना- पदक्रम और पदबंध, लिंग, वचन, कारक, विशेषण, उपसर्ग, प्रत्यय  
हिन्दी शब्द समूह- तत्सम, तद्भव, देशज और विदेशी (आगत)  
हिन्दी की उच्चारण प्रणाली-अक्षरों का उच्चारण, अनुस्वार व अनुनासिक

➤ **विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि:-**

1. तत्सम, तद्भव, देशज और विदेशी (आगत) प्रति शीर्षक दस शब्दों का संकलन।
2. राजभाषा और राजभाषा अधिकारी पद से सम्बंधित विविध योजनाओं की जानकारी शासकीय वेबसाइट से संकलित करना।

➤ **अध्ययन-अध्यापन पद्धति:-** समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन।

**सन्दर्भ:**

1. राजभाषा प्रबंधन विविध आयाम- डॉ. दामोदर खडसे
2. बैंको में प्रयोजनशील हिंदी- डॉ. अनील तिवारी
3. राजभाषा हिंदी विवेचन और प्रयुक्ति - डॉ. किशोर वासवानी
4. प्रयोजनमूलक हिंदी - दंगल झालटे
5. प्रयोजनमूलक हिंदी संरचना और प्रयोग- डॉ. माधव सोनटके
6. प्रयोजनमूलक हिंदी की नई भूमिका- डॉ. कैलाशनाथ पाण्डेय
7. प्रयोजनमूलक हिंदी-रमेश जैन
8. हिन्दी व्याकरण- कामताप्रसाद गुरु
9. भाषा विज्ञान- भोलानाथ तिवारी
10. राजभाषा हिंदी- कैलाशचंद्र भाटिया
11. संघ की राजभाषा - हरिबाबू जगन्नाथ

*[Signature]*

*[Signature]*

*[Signature]*

11/08/2022

29/8/2022



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

12. हिन्दी भाषा उद्भव, विकास और रूप- डॉ. हरदेव बाहरी
13. भाषा विज्ञान के अधुनातन आयाम एवं हिन्दी भाषा- डॉ. अम्बादास देशमुख
14. जनसंचार और पत्रकारिता - डॉ. ओमप्रकाश शर्मा

\*\*\*\*\*

*[Handwritten signatures and dates]*  
29/08/2022  
29/8/2022



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

बी.ए. सेमेस्टर-II (CBCS)  
प्रयोजनमूलक हिन्दी (Functional Hindi)  
राष्ट्रीय शिक्षा नीति 2020 अनुसार  
सत्र 2022-2023 से प्रस्तावित  
पेपर : प्रयोजनमूलक हिन्दी -II (ऐच्छिक)

### पाठ्यक्रम के उद्देश्य

- विद्यार्थियों को कार्यालयीन हिन्दी के स्वरूप एवं प्रक्रिया से अवगत कराना ।
- विद्यार्थियों को सरकारी कार्यालयों में पत्राचार की जानकारी देना ।
- विद्यार्थियों को कार्यालयीन हिन्दी की कार्य-प्रणाली से अवगत कराना ।
- विद्यार्थियों में आलेखन कला-कौशल विकसित करना ।

### पाठ्यक्रम के परिणाम(COs)

प्रस्तुत पाठ्यक्रम का अध्ययन करने पर विद्यार्थी -

1. विद्यार्थी कार्यालयीन हिन्दी के स्वरूप एवं प्रक्रिया से अवगत होगा ।
2. विद्यार्थी कार्यालयी पत्रों के विविध प्रकार एवं प्रयोगों के बारे में बता पायेगा ।
3. विद्यार्थी कार्यालय में टिप्पण का महत्त्व बता सकेगा ।
4. विद्यार्थी में 'आलेखन लेखन' की कला में निपुणता प्राप्त कर सकेगा ।

### इकाई-I कार्यालयीन हिन्दी

कार्यालयीन हिन्दी: स्वरूप एवं प्रकृति  
कार्यालयीन हिन्दी का महत्त्व  
कार्यालयीन हिन्दी की विशेषताएँ

### इकाई-II कार्यालयीन पत्राचार

कार्यालयीन पत्राचार - स्वरूप एवं सिद्धांत  
कार्यालयीन पत्राचार की उपयोगिता  
कार्यालयीन पत्राचार के प्रकार -

13   
29/08/2022

29/8/2022



- सरकारी पत्र (Official Letter)
- अर्धसरकारी पत्र (Demi-Official Letter)
- ज्ञापन (Memorandum)
- परिपत्रक (Circular)
- पृष्ठांकन (Endorsement)
- अनुस्मारक (Reminder)
- स्वीकृति (Acknowledgement)
- निविदा (Tender)
- सूचना (Notice)
- प्रतिवेदन (Report)

**इकाई-III टिप्पण लेखन**

टिप्पण लेखन का अर्थ एवं उद्देश्य  
टिप्पण लेखन के सामान्य नियम  
टिप्पण लेखन के प्रकार  
टिप्पण लेखन की भाषा-शैली  
टिप्पण की विशेषताएँ

**इकाई-IV आलेखन**

आलेखन का अर्थ एवं उद्देश्य  
आलेखन(मसौदा) तैयार करने के सामान्य नियम  
आलेखन के गुण  
आलेखन की भाषा शैली  
आलेखन की विशेषताएँ

➤ विद्यार्थियों हेतु कौशलपरक/प्रायोगिक गतिविधि :-  
14  
29/08/2022  
29/8/2022



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

उपरोक्त किन्हीं चार कार्यालयीन पत्रों का प्रारूप (नमूना) तैयार करना ।

- अध्ययन अध्यापन पद्धति:- समूह चर्चा, काव्य पाठ, चयनित विषयों पर सेमिनार का आयोजन ।

संदर्भ:-

1. बैंकों में हिंदी पत्राचार- दंगल झाल्टे
2. प्रयोजनमूलक हिंदी –विनोद गोदरे
3. राजभाषा प्रबंधन विविध आयाम – डॉ. दामोदर खडसे
4. हिन्दी पत्रकारिता: विविध आयाम – वेदप्रताप वैदिक
5. कामकाजी हिंदी –सूर्यप्रसाद दीक्षित
6. जनसंचार और पत्रकारिता – डॉ. ओमप्रकाश शर्मा
7. उत्तरआधुनिक मीडिया तकनीक – हर्षदेव

\*\*\*\*\*

29/08/2022  
29/8/2022



बी.ए. सेमेस्टर-III(CBCS)

अनिवार्य हिन्दी

पाठ्य पुस्तक- साहित्य कुसुम

शैक्षणिक सत्र २०२२ -२०२३ से प्रस्तावित

पाठ्यपुस्तक: साहित्य कुसुम

सम्पादक: डॉ.संतोष गिरे, डॉ. श्यामप्रकाश पांडे, डॉ.राजेन्द्र मालांकर, डॉ.गजानन चोलेनवार

प्रकाशक: राधाकृष्ण प्रकाशन, विल्सी

इकाई १ गद्य विभाग

१. मानस की धर्मभूमि (निबंध) – आ. रामचंद्र शुक्ल
२. गुण्डा (कहानी)- जयशंकर प्रसाद
३. शान्तिनिकेतन में (यात्रा साहित्य)- राहुल सांकृत्यायन
४. कलिंग विजय (एकांकी)- जगदीशचन्द्र माथुर

इकाई २ पद्य विभाग

१. कबीर (साध्वी)-कबीरदास
२. सूरदास (पद) –सूरदास
३. हिमानी तुंग शृंग से –जयशंकर प्रसाद
४. पुष्प की अभिलाषा-माखनलाल चतुर्वेदी

इकाई ३ अन्य पाठ्य सामग्री

अ. समाचार लेखन-अर्थ, परिभाषा, स्वरूप, महत्व, प्रकार और भाषा

ब. चित्रापन लेखन- अर्थ, परिभाषा, स्वरूप, महत्व, प्रकार और भाषा

इकाई ४ द्रुत वाचन

अ. निम्नलिखित रचनाकारों का सामान्य परिचय

१. शिवमंगल सिंह 'सुमन'
२. मनोहर श्याम जोशी
३. रवीन्द्र कालिषा
४. चित्रा मुद्गल

ब. निम्नलिखित रचनाओं का सामान्य परिचय

१. रामप्रसाद बिस्मिल की आत्मकथा(आत्मकथा)- रामप्रसाद बिस्मिल
२. कदम मिलाकर चलना होगा(कविता)- अटल बिहारी वाजपेयी
३. महाभारत की एक सांझ (एकांकी)-भारतभूषण अग्रवाल
४. चापसी(कहानी)- उषा प्रियंवदा

3/1/22

12/6/23

Shakti

20/7/23



बी.ए. सेमेस्टर-III

अनिवार्य हिन्दी (CBCS)

प्रश्न का प्रारूप एवं अंक विभाजन

शैक्षणिक सत्र २०२२-२०२३ से प्रस्तावित

प्रश्न १ प्रथम इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न २ द्वितीय इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न ३ यह प्रश्न तीसरी इकाई के पूछा जायगा.	
'अ' समाचार लेखन से तीन प्रश्न पूछे जायेंगे, जिसमें से किसी दो प्रश्न के उत्तर लिखना अनिवार्य है.	२X४=८
'ब' विज्ञापन लेखन से तीन प्रश्न पूछे जायेंगे, जिनमें से किन्हीं दो का उत्तर लिखना अनिवार्य है.	२X४=८
प्रश्न ४ यह प्रश्न चौथी इकाई से पूछा जायगा.	
'अ' के अंतर्गत किसी तीन रचनाकारों का सामान्य परिचय पूछा जायेगा, जिनमें से किन्हीं दो का उत्तर लिखना अनिवार्य है.	२X४=८
'ब' के अंतर्गत किसी तीन रचनाओं पर सामान्य प्रश्न पूछे जायेंगे, जिनमें से किन्हीं दो का उत्तर लिखना अनिवार्य है.	२X४=८
प्रश्न ५ प्रत्येक इकाई पर एक-एक प्रश्न पूछा जायगा.	४X४=१६

टोप:

- प्रश्न पत्र ८० अंकों का होगा.
- २० अंक आन्तरिक मूल्यांकन के होंगे, (आन्तरिक मूल्यांकन के अंक विद्यार्थी की उपस्थिति, गृहकार्य, मौखिकी एवं समग्र व्यवहार पर निर्धारित होंगे.)
- परीक्षार्थी को लिखित (Theory) एवं आन्तरिक मूल्यांकन दोनों में एकजुट (Combined) ४०% अंक प्राप्त करना अनिवार्य होगा.

12/6/23



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

बी.ए. सेमेस्टर-III  
हिन्दी साहित्य (CBCS)  
पाठ्य पुस्तक- साहित्य शिखर  
शैक्षणिक सत्र २०२२ - २०२३ से प्रस्तावित

इकाई १ एवं २

चित्रलेखा (उपन्यास)- भगवतीचरण वर्मा, राजकमल प्रकाशन, नई दिल्ली

इकाई ३ हिन्दी साहित्य का इतिहास(मध्यकाल)

भक्तिकाल: नामकरण, वर्गीकरण, भक्ति का उदय और विकास  
संत साहित्य: सामान्य प्रवृत्तियां तथा प्रमुख कवि  
सूफी साहित्य का उदय, विकास, सामान्य प्रवृत्तियां एवं प्रमुख कवि  
राम भक्ति शाखा का उदय, विकास, विशेषताएं एवं प्रमुख कवि  
कृष्ण भक्ति शाखा का उदय, विकास, विशेषताएं एवं प्रमुख कवि

इकाई ४

१. रस- अर्थ, परिभाषा, प्रकार एवं अवयव
२. अलंकार- शब्द अलंकार- अनुप्रास, यमक, श्लेष एवं चक्रोक्ति  
अर्थालंकार- उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति
३. शब्द शक्ति- अभिधा, लक्षणा, व्यंजना
४. काव्य गुण- माधुर्य, ओज, प्रसाद
५. काव्य दोष - अक्रमत्व, अप्रतीतत्व, ग्राम्यत्व

सन्दर्भ ग्रन्थ

१. हिन्दी साहित्य का इतिहास-आचार्य रामचंद्र शुक्ल
२. हिन्दी साहित्य का इतिहास -सं. डॉ. मंगेन्द्र
३. हिन्दी साहित्य युग और प्रवृत्तियां -डॉ. शिवकुमार शर्मा
४. हिन्दी साहित्य का आलोचनात्मक इतिहास-डॉ. रामकुमार वर्मा
५. भारतीय एवं पाश्चात्य काव्यशास्त्र-डॉ. गणपतिचन्द्र गुप्त
६. भारतीय काव्यशास्त्र- डॉ. योगेन्द्रप्रताप सिंह
७. काव्यशास्त्र- डॉ. भागीरत मिश्र
८. षट्कवि: चिन्तेयनात्मक अध्ययन खंड १, २- डॉ. ओमप्रकाश शर्मा

अभिहित

10/6/23  
Wish

Shah

Sharma

Sharma

Sharma





**बी.ए. सेमेस्टर-III**

**हिन्दी साहित्य(CBCS)**

**प्रश्न का प्रारूप एवं अंक विभाजन**

**शैक्षणिक सत्र २०२२-२०२३ से प्रस्तावित**

प्रश्न १ चित्रलेखा उपन्यास पर आधारित दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है. १X१६=१६

प्रश्न २ चित्रलेखा उपन्यास पर आधारित दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है. १X१६=१६

प्रश्न ३ यह प्रश्न तीसरी इकाई के पूछा जायगा, जिसमें छह प्रश्न पूछे जायेंगे, उनमें से चार का उत्तर लिखना अनिवार्य है.

४X४=१६

प्रश्न ४ यह प्रश्न चौथी इकाई के पूछा जायगा, जिसमें छह प्रश्न पूछे जायेंगे, उनमें से चार का उत्तर लिखना अनिवार्य है.

४X४=१६

प्रश्न ५ प्रत्येक इकाई पर एक-एक प्रश्न पूछा जायगा.

४X४=१६

**टीप:**

१. प्रश्न पत्र ८० अंकों का होगा.
२. १० अंक आन्तरिक मूल्यांकन के होंगे. (आन्तरिक मूल्यांकन के अंक विद्यार्थी की उपस्थिति, गृहकार्य, मौखिकी एवं समग्र व्यवहार पर निर्धारित होंगे.)
३. परीक्षार्थी को लिखित (Theory) एवं आन्तरिक मूल्यांकन दोनों में एकत्रित (Combined) ४०% अंक प्राप्त करना अनिवार्य होगा.

*Handwritten signatures and dates:*  
12/6/22  
Sharma  
Sharma  
Sharma  
Sharma  
Sharma



बी.ए. सेमेस्टर-IV  
अनिवार्य हिन्दी(CBCS)  
पाठ्य पुस्तक- साहित्य कुसुम  
शैक्षणिक सत्र २०२२ -२०२३ से प्रस्तावित

पाठ्यपुस्तक: साहित्य कुसुम  
सम्पादक: डॉ.मनोष गिरी, डॉ. श्यामप्रकाश पांडे, डॉ.राजेंद्र मालवीकर, डॉ गजानन पोलनवार  
प्रकाशक: राधाकृष्ण प्रकाशन,दिल्ली

**इकाई १ गद्य विभाग**

१. आचरण की सभ्यता (निबंध) – सरदार पूर्णसिंह
२. चीफ की दावत (कहानी)- भीष्म साहनी
३. जीप पर सवार इल्लियों (व्यंग्य)- शरद जोशी
४. उसने कहा था (कहानी)-चंद्रधर शर्मा 'गुलेरी'

**इकाई २ पद्य विभाग**

१. तुलसी (पद) – तुलसीदास
२. बिहारी (दोहे) – बिहारी
३. हिरोशिमा-अज्ञेय
४. बीर साबरकर –कुमार हरीश

**इकाई ३ अन्य पाठ्य सामग्री**

- अ. सविधान में हिन्दी
- ब. महाबरे एवं लोकोक्तियाँ (कहावतें)

**इकाई ४ द्रुत वाचन**

**आ. निम्नलिखित रचनाकारों का सामान्य परिचय**

१. नामवर सिंह
२. स्वदेश भारती
३. ममता कालिया
४. राजेश जोशी

**ब. निम्नलिखित रचनाओं का सामान्य परिचय**

१. युवकों का समाज में स्थान (निबंध)- आचार्य नरेन्द्र देव
२. जहाँ लक्ष्मी कैद है (कहानी)- राजेंद्र यादव
३. विकलांग श्रद्धा का दौर(व्यंग्य)- हरिशंकर परसाई
४. जागो फिर एक बार (कविता)-सूर्यकान्त त्रिपाठी 'निराला'

*(Handwritten signatures and dates)*  
12/6/23



बी.ए. सेमेस्टर-IV  
हिन्दी साहित्य(CBCS)  
प्रश्न का प्रारूप एवं अंक विभाजन  
शैक्षणिक सत्र २०२२-२०२३ से प्रस्तावित

प्रश्न १ प्रथम इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न २ द्वितीय इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न ३ तीसरी इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न ४ यह प्रश्न चौथी इकाई के पूछा जायगा. जिसमें छह प्रश्न पूछे जायेंगे, उनमें से चार का उत्तर लिखना अनिवार्य है.	४X४=१६
प्रश्न ५ प्रत्येक इकाई पर एक-एक प्रश्न पूछा जायगा.	४X४=१६

टीपः

१. प्रश्न पत्र ८० अंकों का होगा.
२. २० अंक आन्तरिक मूल्यांकन के होंगे. ( आन्तरिक मूल्यांकन के अंक विद्यार्थी की उपस्थिति, गृहकार्य, मौखिकी एवं समग्र व्यवहार पर निर्धारित होंगे. )
३. परीक्षार्थी को लिखित (Theory) एवं आन्तरिक मूल्यांकन दोनों में एकत्रित (Combined) ४० % अंक प्राप्त करना अनिवार्य होगा.

*(Handwritten signatures and dates)*  
12/6/23



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

बी.ए. सेमेस्टर-IV

हिन्दी साहित्य (CBCS)

पाठ्य पुस्तक- साहित्य शिखर

शैक्षणिक सत्र २०२२ - २०२३ से प्रस्तावित

पाठ्यपुस्तक: साहित्य शिखर

सम्पादक: डॉ. संतोष गिहें, डॉ. श्यामप्रकाश पांडे, डॉ. राजेन्द्र मालोकर, डॉ. गजानन पोखरेनवार

प्रकाशक: राधाकृष्ण प्रकाशन, दिल्ली

इकाई १

कबीरदास

जायसी

इकाई २

तुलसीदास

सूरदास

इकाई ३

बिहारी

रहीम

इकाई ४ द्रुत वाचन- इसके अंतर्गत निम्नलिखित रचनाकारों का संक्षिप्त परिचय अपेक्षित है.

संत नामदेव, रैदास, नानक देव, मीराबाई, रसखान, केशवदास, धनानंद, भूषण

*(Handwritten signatures and dates)*  
12/06/22



बी.ए. सेमेस्टर-IV  
अनिवार्य हिन्दी(CBCS)  
प्रश्न का प्रारूप एवं अंक विभाजन  
शैक्षणिक सत्र २०२२ -२०२३ से प्रस्तावित

प्रश्न १ प्रथम इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न २ द्वितीय इकाई से दो प्रश्न पूछे जायेंगे, जिनमें से एक का उत्तर लिखना अनिवार्य है.	१X१६=१६
प्रश्न ३ यह प्रश्न तीसरी इकाई के पूछा जायगा.	
•अ' संविधान में हिन्दी से तीन प्रश्न पूछे जायेंगे, जिसमें से किसी दो प्रश्न के उत्तर लिखना अनिवार्य है.	२X४=८
•ब' मुहावरे एवं कहावतों पर सात प्रश्न पूछे जायेंगे जिसमें में से किन्ही पांच के अर्थ लिखकर वाक्य में प्रयोग करना अनिवार्य है.	२X४=८
प्रश्न ४ यह प्रश्न चौथी इकाई के पूछा जायगा.	
•अ' के अंतर्गत किसी तीन रचनाकारों का सामान्य परिचय पूछा जायेगा, जिनमें से किन्ही दो का उत्तर लिखना अनिवार्य है.	२X४=८
•ब' के अंतर्गत किसी तीन रचनाओं पर सामान्य प्रश्न पूछे जायेंगे, जिनमें से किन्ही दो का उत्तर लिखना अनिवार्य है.	२X४=८
प्रश्न ५ प्रत्येक इकाई पर एक-एक प्रश्न पूछा जायगा.	४X४=१६

टीप:

१. प्रश्न पत्र ८० अंकों का होगा.
२. २० अंक आन्तरिक मूल्यांकन के होंगे. ( आन्तरिक मूल्यांकन के अंक विद्यार्थी की उपस्थिति, गृहकार्य, मौखिकी एवं समग्र व्यवहार पर निर्धारित होंगे.)
३. परीक्षार्थी को लिखित (Theory) एवं आन्तरिक मूल्यांकन दोनों में एकत्रित (Combined) ४० % अंक प्राप्त करना अनिवार्य होगा.

अभि.  
12/01/23  
अभि.  
अभि.  
अभि.



## RTM Nagpur University, Nagpur

### Choice Based Credit System

### Syllabus for B.A: 1<sup>st</sup> Semester

To be effective from the Academic Session 2022-23

## MICRO ECONOMICS

### Course Outcomes:

After completing this course, the students will be able to Learn the basic principles of microeconomic theory. They shall be able to understand efficiency and equity of consumption and production as well as cost and firms' policy in market behaviour. They will also be able to analyse demand by households and supply of goods and services by business firms. They will also be able to understand interaction of demand and supply in various market structures. Moreover, students will also be made aware of evaluating how microeconomic concepts can be applied to analyse the real-life situation. Lastly, they will gain and develop the skill to think practically in to economic domain like economists. They can also think on distribution shares of various factors of production and shall also be able to think about maximum welfare of community.

### UNIT -I: Subject matter of Economics

20 Lecture Hrs.

1. What is Economics? Definition of Economics, Scope and methods of microeconomics, Wealth and Well-being, Scarcity and allocation Principle, Difference between Micro-economics and Macro-economics
2. Principles of Micro Economics: Principles of Decision making and Principles of economic interaction- Trade off and opportunity cost, Market failure and Market power, Purchasing power parity

### UNIT- II: Demand and Supply

20 Lecture Hrs.

1. Elementary theory of Demand- Concept of Utility, Law of Demand, Determination of Household demand and market demand, Movement along and shift of the demand curve, Elasticity of Demand- Types and measurement, Factors affecting elasticity, Relationship between elasticity of demand and revenue
2. Elementary Theory of Supply: Law of Supply, Factors influencing supply, Movement along and shift of the supply curve

### UNIT- III: Production Function

20 Lecture Hrs.

1. Production- Definition of Costs, Cost Functions and its properties, General concept of Production function; Concept of total product marginal product, Return to factor and returns to scale- Isoquants, General concept of homogenous production function and its properties
2. Firms, Market & prices- Elementary theory of pricing, Competition and market structures, Price determination under perfect competition, Monopoly- Anti- Trust Policy, Monopolistic competition, Equilibrium of the firm and industry



**UNIT- IV: Theory of Distribution & Welfare**

**20 Lecture Hrs.**

1. Theory of Distribution- Modern Theory of Distribution- concept, explanation & Criticism.
2. Welfare Economics- Pigouvian & Paretian analysis of maximum economic welfare & their limitations, New Welfare Economics- Compensations criteria of Hicks & Kaldor

**Suggest Readings:**

1. G.S Maddala and E. Miller, 1989, Microeconomics, Prentice Hall, McGraw Hill International Edition
2. Karl E. Case and Ray C. Fair (2007): Principles of Economics, 8th Edition, Pearson Education Inc.
3. Jhingan M.L. Micro Economics Theory, Vrinda Publication (P) Ltd. Delhi.
4. Seth M.L. Micro Economics, Laxmi Narain Agrawal Educational Publishers, Agra.
5. Sunil Bhandari, Micro Economics Theory, New Central Book Agency (P) Ltd., Kalkatta.
6. Dr. Deepashree, Micro Economics Theory, Sultan Chand & Son, New Delhi.
7. C. Sryyder and W. Nicholson, Fundamentals of Micro Economics, Cengage Learning (India) 2010 Delhi, India.
8. B. Dangles Bernheim and Michel d. Whinston, Micro economics, Tata Mc Graw-Hill (India) 2009.
9. Gauld, J.P. and Edward, P.L. Micro Economics Theory, Richard, Irwin Homewood.
10. डॉ. गजानन पाटील, सूक्ष्म अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
11. प्रा. देव, प्रा. शास्त्री, प्रा. शेळके, प्रा. जहागीरदार, अर्थशास्त्र, पिंपळापुणे अँड कंपनी पब्लिशर्स, नागपूर
12. ग.ना. झामरे, अर्थशास्त्राची मूलतत्वे, पिंपळापुणे प्रकाशन
13. डॉ. रा.य. माहोरे, अर्थशास्त्राचे सिद्धांत
14. डॉ. एच. पी. सिंह, वी. पी. मित्तल, व्याप्टि आर्थिक सिद्धांत, संगीत प्रकाशन, मेरठ.



## RTM Nagpur University, Nagpur

### Choice Based Credit System

### Syllabus for B.A: 2<sup>nd</sup> Semester

To be effective from the Academic Session 2022-23

## MACRO ECONOMICS

### Course Outcomes:

After completing this course, the students will be able to Learn various concepts of GDP and relationship between National Income and welfare of people. They will further be able to understand factors determine domestic productivity, employment level of prices and interest rates. They will be able to apply basic concepts to analyse the situations of inflation and business cycles. Further they will be able to evaluate the role of monetary and fiscal policy of Government to fight inflation or to stabilise business cycles. Lastly, they will have ability to understand the relationship between consumption function and investment in economy and shall be able to give suggestion for promoting investment.

### UNIT – I: Introduction to Macroeconomics

20 Lecture Hrs.

1. Why study Macro-Economics? Limitations of Macroeconomics, Microeconomics and Macroeconomics approaches, Basic issues studied in macroeconomics, measurement of GDP, GNP, NDP, NNP and GNI, Concept of corporate Income & Savings, Personal Income & Disposable Personal Income & personal savings, Real and nominal GDP, National Income as a measure of Welfare
2. Aggregate Demand and Aggregate Supply, Definitions of Aggregate Demand curve and Aggregate supply Equilibrium of National Economy at less than full employment

### UNIT- II: Money and Value of Money

20 Lecture Hrs.

1. Definition of Money- M1, M2, M3 and M4 function of money
2. Value of Money: Quantity theory of Money - Cash, Transaction, Cash Balance and Keynesian approaches, Value of money and Index Number of prices

### UNIT- III: Inflation, Employment and Unemployment

20 Lecture Hrs.

1. Inflation- Meaning, Causes, Effects and Methods of check inflation  
Deflation – Meaning, Causes, Methods of checking deflation, Depression and Stagflation
2. Unemployment- Employment & Unemployment, Natural rate of Unemployment, Structural Unemployment-Frictional-Cyclical Unemployment, Involuntary and voluntary unemployment





**UNIT -IV: Consumption and Investment**

**20 Lecture Hrs.**

1. Keynesian consumption function, Saving and investment function- Propensity to consume & save, Determinants of consumption functions.
2. Investment- Autonomous and induced investments, Measures to increase investment, Decisions to investments, Marginal efficiency of capital and rate of interest.

**Suggest Readings:**

1. Jhingan M.L., Macro Economics Theory, Vrinda Publication (P) Ltd. Delhi.
2. Seth M.L. Laxmi Narain Agrawal Educational Publishers, Agra.
3. Sikdar, S., Principles of Macro Economics, Oxford University Press, 2<sup>nd</sup> Edition, 2011.
4. डॉ. गजानन पाटील, स्थूल अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
5. प्रा. देव, प्रा. शास्त्री, प्रा. शेळके, प्रा. जहागीरदार, अर्थशास्त्र, पिंपळपुरे अँड कंपनी पब्लिशर्स, नागपूर
6. ग.ना. शामरे, अर्थशास्त्राची मूलतत्वे, पिंपळपुरे प्रकाशन
7. डॉ. रा.य. माहारे, अर्थशास्त्राचे सिद्धांत
8. डॉ. एच. पी. सिंह, वी. पी. मित्तल, समष्टि आर्थिक सिद्धांत, संजीव प्रकाशन, मेरठ.
9. Mukharjee, Sampat, Macro Economics- A Global perspective New Central Book Agency (P) Ltd. London, New Delhi, Guwahati.
10. Dornbush, Fischer and Startz, Macro economics, Mc Graw Hill, 11<sup>th</sup> Edition 2010.
11. Andrew B. Abel and Ben S. Bernanke, Micro Economics Pearson Education, the 7<sup>th</sup> Edition, 2011.
12. N. Gregory, Mankiw, Micro Economics, Worth Publishers, 2010.
13. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
14. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
15. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
16. Errol D'Souza, Macroeconomics, Pearson Education, 2009



RTM NAGPUR UNIVERSITY NAGPUR

B.A – Economics

\_\_\_\_\_ Semester Examination

**ECONOMICS** (Name of Paper)

Time: Three Hours}

{Maximum Marks:80

**Instruction for Candidates:**

1. All questions are to be attempted.
2. All questions carry equal marks.
3. When writing the answer to the sub-questions in the main questions, write the number of the main questions and the sub-question.

**Paper Pattern:**

1. Answer **Any Two** of the following questions in **Four to Five pages** each: (8x2=16)
  - a) Theory Question - From Unit – I
  - b) Theory Question - From Unit – II
  - c) Theory Question - From Unit - III
  - d) Theory Question - From Unit – IV

2. Answer **Any Four** of the following questions in **15-20 sentences** each: (4x4=16)
  - a) Theory Question - From ANY Unit
  - b) Theory Question - From ANY Unit
  - c) Theory Question - From ANY Unit
  - d) Theory Question - From ANY Unit
  - e) Theory Question - From ANY Unit
  - f) Theory Question - From ANY Unit

**Note: The teachers who set the paper should prepare questions based on which all the units will be covered.**

3. Answer **ALL** of the following questions in **5 or 6 sentences** each: (8x2=16)
  - a) Theory Question - From Unit - I
  - b) Theory Question - From Unit - I
  - c) Theory Question - From Unit - II
  - d) Theory Question - From Unit – II
  - e) Theory Question - From Unit - III
  - f) Theory Question - From Unit - III
  - g) Theory Question - From Unit - IV
  - h) Theory Question - From Unit – IV

4. Which of the following statements is **Correct/True or Incorrect/False**: (4x4=16)
  - a) Draft sentences from ANY units
  - b) Draft sentences from ANY units
  - c) Draft sentences from ANY units
  - d) Draft sentences from ANY units

**Note: The teachers who set the paper should prepare questions based on which all the units will be covered.**



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

5. Choose the correct options from the following **multiple-choice** questions: (8x2=16)
- a) Draft sentences from Unit -I
  - b) Draft sentences from Unit -I
  - c) Draft sentences from Unit -II
  - d) Draft sentences from Unit -II
  - e) Draft sentences from Unit -III
  - f) Draft sentences from Unit -III
  - g) Draft sentences from Unit -IV
  - h) Draft sentences from Unit -IV



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## RTM NAGPUR UNIVERSITY NAGPUR

Choice Based Credit System (CBCS)

Syllabus for B.A: 3<sup>rd</sup> Semester

To be effective from the Academic Session 2022-23

### CORE BANKING AND FINANCE

#### Course Outcomes:

1. This course will enable the students to analyse various trends in Banking and Financial institutions.
2. Students will be able to compare different types of banking institutions for their efficiency in providing finance to the various categories of industries and businesses.
3. The study of the technology of core banking and retail banking will make students to be employable in banking systems and they will find opportunities to seek the jobs in banking and finance sector.
4. The students will be able to understand the role of various types of banking and financial institutions and shall be give suggestions for improvement
5. The course will make students to understand major policy debates on monetary policy and shall be able to give suggestions.
6. The study of money market and financial markets will make to understand basic theoretical foundations of their working and promote to study the methodological functioning of these markets which will open opportunities for them to get employments.

#### SYLLABUS

##### UNIT – I: CORE Banking System & Solution

System of CORE Banking in India, History, Meaning, Objectives, Need, Features of CORE Banking, Advantages to Consumers and Bank, Elements of CBS-Internet & Mobile Banking, ECS in India – NEFT, RTGS, Electronic Funds Transfer point of sale (EFTPOS), Role of RBI in payment systems, Society for worldwide Interbank Financial Telecommunications

##### E-Banking

Concept, Meaning, Need & scope of E-Banking, Models of E-Banking, Advantages and Constraints in E-Banking, Advent of E-Banking in India, Impact of E-Banking on Commercial Banks, E-Banking Products – ATM, Credit Card, Point of sale (POS), Debit Cards, Smart Cards, E-money, D-MAT account, MICR cheque transactions, Risk in E- Banking and management

*[Handwritten signatures and initials]*



**UNIT – II: Retail Banking**

Meaning, Features, Significance, History, Role of Retail Banking, Retail & Wholesale Banking system, Bank customer relationship

**Retail Banking Services**

Banking Services – Personal, Corporate, Business, Recovery process in Retail Banking, Opportunities & Challenges in Retail Banking in India

**UNIT – III: Banking & Financial Institutions in India**

Commercial Banks and functions, Cooperative Banks, Regional Rural Banks and their role in credit supply, Reforms in Banking and Finance, Credit rating in India, Credit creation by commercial banks, Nationalisation of commercial banks, Non-performing Assets (NPA)

Reserve Bank of India – Traditional and Developmental Functions, Monetary Policy, Objectives, Instruments, RBI's Rural and Industrial Finance

**UNIT – IV: Money and Financial Markets**

Structure, Developed and Underdeveloped Money Markets, Money market in India – Importance, Features, Instruments, Measures to strengthen money market in India

**Capital Markets in India**

Stock exchange, Importance of stock exchanges, National and Bombay stock exchanges – Sensex and NIFTY, Methods of floating new issues, Types of shares and debentures, The Securities and Exchanges Board of India (SEBI), Objectives and role

**Recommended Books:**

1. Reddy C.N, Electronic & Internet Banking, Rearl Books, Delhi
2. Raydher C.S, E-Commerce & E-Banking, Himalya Publishing House, New Delhi
3. Loloyd B Thomas, Money, Banking & Financial Markets, McGraw Hill Primis Custom Publishing House
4. Vasu Deva, E-Banking, Common Wealth, New Delhi
5. A Gajendran, Banking & Financial System, Vrinda Publication Ltd., Delhi
6. Bhole, L M (2001), Financial Markets and Institutions, Tata Mcgraw Hill, Delhi
7. Uppal RK & Pooja (2015), Transformation in Indian Banks-Search for better tomorrow, Sarup Book Publisher Private Ltd., New Delhi
8. Mehrotra, Shyam Ji (2011), New Dimensions of Bank Management, Skylark Publications, New Delhi
9. डॉ. गजानन पाटील, स्थूल अर्थशास्त्र, कस्तुरी प्रकाशन, नागपूर
10. डॉ. रामदास माहोरे, मौद्रिक अर्थशास्त्र, साईज्योती प्रकाशन, नागपूर

*[Handwritten signatures and initials]*

*[Handwritten signatures and initials]*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## RTM NAGPUR UNIVERSITY NAGPUR

Choice Based Credit System (CBCS)

Syllabus for B.A: 4<sup>th</sup> Semester

To be effective from the Academic Session 2022-23

### INDIAN ECONOMY

#### Course Outcomes:

1. This course will use appropriate analytical frameworks to review major trends in economic indicators in the India in post-independence period.
2. It will examine various paradigm shifts and turning points in policy debates in India.
3. It enables students to examine sector specific policies and their impacts in shaping trends in key economic indicators in India. And they will be able to give constructive suggestion for further developments.
4. The course will be able to highlight major policy debates and evaluate the Indian empirical evident to update the major changes of Indian Economy.

### SYLLABUS

#### UNIT – I: ECONOMIC DEVELOPMENT SINCE INDEPENDENCE

Major features of Indian Economy, Post-independence period changes in composition of National Income and employment, Income inequality

Natural resource base of Indian Economy, Population: Size, Growth, Composition and its implications for Indian Economy, Human Development Index, Gender development index, Sustainable development, Goals, Inclusive growth in Indian economy, Unemployment, Poverty Multi-dimensional poverty and poverty alleviation in India

Five-year Plans: Objectives and Achievements and NITI Aayog

#### UNIT – II: INDIAN AGRICULTURE

Nature and role of agriculture in Indian Economy, Cropping pattern, Production and productivity trends, Agricultural holdings and Land Reforms, Agricultural inputs and Green Revolution, Agricultural Finance, Agricultural Marketing and Agricultural Price Policy in India, Cooperative movement and Indian Agriculture, Food security and Public Distribution System in India

#### UNIT – III: INDUSTRIAL SECTOR IN INDIA

Structure, performance and problems of Industries in India, Public Sector and Private Sector Industries in India. MSME Industries, Industrial Finance, Monopoly and Concentration of Industries, Industrial Sickness in India, Industrial Labour, Industrial Relations and Social security in India

#### UNIT – IV: INTERNATIONAL SECTOR & INDIAN ECONOMY

Composition and direction of India's Foreign Trade, Balance of Payments, Foreign Trade Policy, Multilateral and Bilateral trade of India, BRICS and Its impact on Indian Economy, Effect of L.P.G, GATT and WTO, Effect of WTO on Indian Economy, TRIPS and TRIMS, Foreign Direct Investment, Multinational Corporation, Trade agreements



**Recommended Books:**

- 1) Agrawal A.N.- Indian Economy, Vishwa Prakashan, New Age International Ltd. New Delhi.
- 2) Mishra S. K. & V. K. Puri- Indian Economy- Himalay Publication
- 3) Ruddar Datt and Sundharam- Indian Economy, S-Chand, New Delhi
- 4) Bimal Jalan -Problems of Indian Economy
- 5) रुद्र दत्त एच के.पी.एम. सुंदरम, भारतीय अर्थव्यवस्था
- 6) मिश्रा एच पुरी - भारतीय अर्थव्यवस्था, हिमालय प्रकाशन, नई दिल्ली
- 7) डॉ. गजानन पाटील, भारतीय अर्थव्यवस्था, कस्तुरी प्रकाशन, नागपूर
- 8) डॉ. रामदास माहोरे, भारतीय अर्थव्यवस्था, साईज्योती प्रकाशन, नागपूर

*[Handwritten signatures and initials]*



## RTM Nagpur University Nagpur

Choice Based Credit System

Syllabus for B.A : Fifth Semester

### DEVELOPMENT AND INTERNATIONAL ECONOMICS

#### Course Outcome:

To explain development and economic growth theories, international trade theories and related economic development theories.

Learn hardcore economic prescriptions to development, concerns hitherto related to background like education, health, sanitation and infrastructural development, have found a place of pride in explaining with reference to various economics.

The student will be acquired with economic concepts and models of international trade as well as trade policies.

Student will become aware about international trade blocks and their importance.

#### Syllabus:

#### Unit 1 : Economics of Growth and Development

Meaning of economic Growth and Development, Indicators and measurement of economic development- human development index, inequality adjusted HDI - gender equality index, Multi-Dimensional Poverty Index. Inclusive growth, Sustainable Development Goals and Objectives.

#### Unit 2 :Theories of Economic Growth and Development

Theories of Adam Smith, David Ricardo, Karl Marx and Schumpeter

Lewis model of Unlimited Supply, Theories of Nurkse, Balance Growth Strategy and Hirschman's Unbalance Growth Strategy, Hydel model, Harrod-Domer growth model, Kaldor's growth model.

#### Unit 3 :Theories of International Trade

Meaning, Salient Features and Importance of International and inter-regional Trade, Ricardo, Haberler, Heckscher-Ohlin and J. S. Mill's Theory of International Trade. Role of dynamic factors, i.e., changes in tastes, technology and factor endowments. Terms of Trade and Gains from Trade

#### Unit 4 :India's International Trade

Composition and Direction of India's International Trade, Foreign Trade Policy, Export Promotion, Bilateral, Multilateral, Free and Preferential Trade Agreements. GATT and WTO, WTO and India, MNC's and FDI.





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## Books Recommended:

1. Jhingan M.L., International Trade and Finance, 2014, Vrinda Publication, New Delhi.
2. Cherunilum Francis (2008), International Economics, Tata McGraw Hill.
3. Mithani D.M., International Economics, Himalaya Publishing house, Nagpur.
4. Salvatore Dominick (2002), International Economics, (Latest edition), John Wiley and Sons, Singapore
5. Feenstra Robert C. (2004), International Trade: Theory and Evidence, Princeton, University Press, Princeton.
6. Grimwade Nigel (2001). International Trade, (Latest edition), Routledge, London.

*[Handwritten signatures and initials]*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## RTM Nagpur University Nagpur

Choice Based Credit System

Syllabus for B.A : Sixth Semester

### CONSUMER ECONOMICS

#### Course Outcome:

They get an opportunity to learn about the practical aspects of money management. The knowledge of this aspect would be useful to them in planning their future status as family leaders in dealing with these vital issues.

About the importance of money savings and investment etc so that they can enlighten their elders in managing the family income systematically.

To learn practical aspects of the market and the way in which they can use their knowledge in developing appropriate buying strategies and in learning how to face the problem of consumer grievances etc.

The learning of the various aspects specified in the course content will help the students in developing them as good managers of family income and also as wise customers in the market. The tools of redressal of consumer grievances and the legal steps involved in consumer protection have very useful sources of information in facing the problems as consumers and in fighting against unfair trade practices of the traders and manufactures.

#### Syllabus:

##### Unit 1 : Principles of Consumer economics

Consumer in microeconomics. Consumer buying behaviour-definition and types, factors affecting consumers behaviour- cultural, social, personal, psychological.

Consumer product information, product advertising- definition and methods. Economic models of household consumption, pattern of household consumption.

Consumer sovereignty. Consumer confidence, economic indicators, revealed preference theory, role of buying process, product differentiation in market, consumer awareness.

##### Unit 2 : Consumer and Welfare

Types of consumers primary, secondary, tertiary and Apex, Conspicuous consumption, permanent income hypothesis, impact of e-commerce, consumer and social policy, financial management, consumer's financial and economic well-being.

Consumer education, consumer fraud due to advertising, miss representation about goods and services, inferior quality of products, inadequate medical services. Government policies and consumer well-beings. Consumer Movement in India.

##### Unit III : Consumer Protection

Rights given to consumers, Consumer Protection Act 1986- salient features, objectives, meaning of consumer protection, consumer protection councils, Consumer Disputes Redressal Agencies, Difference between CPA 1986



and 2019. Scope of Consumer Protection Act. Quality and Standardization- role of ISI, Indian Standard Mark, AG mark, Hall mark, Licensing, Role of International Organization for Standardization.

#### Unit IV : Role of Regulatory Authorities and leading cases decided under CPA

RBI and Banking Ombudsman, IRDA and Insurance Ombudsman, TRAI, The Food Safety and Standards Authority of India (FSSAI), Electricity Regulatory Commission, Real Estate Regulatory Authority.

Leading cases decided under CPA by supreme court related to medical negligence, banks, insurance, housing and real estate, electricity and Telecom services, Education and defective products.

#### Books Recommended:

1. Khanna, Sri Ram, Savita Hanspal, Sheetal Kapoor, and H.K. Awasthi. (2007) *Consumer Affairs*, Universities Press.
2. Choudhary, Ram Naresh Prasad (2005). *Consumer Protection Law Provisions and Procedure*, Deep and Deep Publications Pvt Ltd.
3. G. Ganesan and M. Sumathy. (2012). *Globalisation and Consumerism: Issues and Challenges*, Regal Publications
4. Suresh Misra and Sapna Chadah (2012). *Consumer Protection in India: Issues and Concerns*, IIPA, New Delhi
5. Rajyalaxmi Rao (2012), *Consumer is King*, Universal Law Publishing Company
6. Girimaji, Pushpa (2002). *Consumer Right for Everyone* Penguin Books.
7. *The Consumer Protection Act, 1986 and its later versions.*

*[Handwritten signatures and initials]*



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
 NAAC Reaccredited Grade 'B'

**STRUCTURE AND CREDIT DISTRIBUTION OF POST GRADUATE DEGREE PROGRAM**

MA Economics (All Affiliated College)

From the Academic Session 2023-24

PG Diploma after 3 Years Degree

Year	Level	Semester (2 Years)	Major			RM	OJT/FP	RP	Cumulative Credit
			Mandatory	Credit	Electives (Choose Any One)				
	6.0	Semester - I	1. Micro-Economic Theory - I 2. Macro-Economic Theory - I 3. Statistics for Economics 4. Maharashtra Economy	4 4 4 2	1. Agricultural Economics 2. Industrial Economics 3. Mathematics for Economics	Research Methodology	-	-	22
		<b>Credit</b>	<b>14</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>22</b>	
		Semester - II	1. Micro-Economic Theory - II 2. Macro-Economic Theory - II 3. Economics of Micro-Finance 4. Economics of Industrial Organization	4 4 4 2	1. Applied Econometrics 2. Labour Economics 3. Political Economy	-	On Job Training/Apprenticeship or Field Projects	-	22
		<b>Credit</b>	<b>14</b>	<b>4</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>22</b>	
<b>Cumulative Credit for PG Diploma</b>			<b>28</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>44</b>	

Exit Option : PG Diploma (44 Credits) after 3 years UG Degree

*Signature*

1

Year	Level	Semester (2 Years)	Major			RM	OJT/FP	RP	Cumulative Credit
			Mandatory	Credit	Electives (Choose Any One)				
	6.0	Semester - III	1. Economics of Development & Growth - I 2. International Trade - Theory & Policy 3. Economics of Money & Banking 4. Economics of Sustainable Development	4 4 4 2	1. Indian Public Finance 2. Indian Economy - Issues & Policies 3. Economics of Environment	-	-	Research Project	22
		<b>Credit</b>	<b>14</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>22</b>	
		Semester - IV	1. Economics of Development & Growth - II 2. International Trade & Investment 3. Urban & Rural Economy	4 4 4	1. Entrepreneurship Development 2. Energy and Infrastructure Economics 3. Welfare Economics	-	-	Research Project	22
		<b>Credit</b>	<b>12</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>22</b>	
		<b>Cumulative Credit for PG Diploma</b>	<b>26</b>	<b>8</b>	<b>-</b>	<b>-</b>	<b>10</b>	<b>44</b>	
<b>Cumulative Credit for 2 Year PG Degree</b>			<b>54</b>	<b>16</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>88</b>	
<b>2 Years - 4 Semester (88 Credits) after Three Year UG Degree or 1 Year : Two Semester PG Degree (44 Credits) after Four Year UG Degree</b>									
	8.0	Course Work	4	Training in Teaching/Education/ Pedagogy	4	-	-	Ph.D Work	
		Course Work	4						
		Course Work	4						
		<b>Credit</b>	<b>12</b>		<b>4</b>				<b>16</b>

Abbreviations: OJT - On Job Training; Internship/Apprenticeship; FP - Field Projects; RM - Research Methodology; RP - Research Project; Cumulative Credits : Cum.Cr

*Signature*

2



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

RTM Nagpur University, Nagpur

New Syllabus as per NEP – 2020

Implementation from the Academic Session 2023-24

Post Graduate Syllabus in Economics

M.A (Part-I) First Semester Examination

(Under Choice Based Credit System/CBCS)

**MAJOR - MANDATORY – 1**

(Credit – 4)

**MICRO-ECONOMIC THEORY – I**

**Learning Objectives:**

1. To provide a good understanding and a base to students in applying the concepts and methods of micro-economics in practical field
2. To equip the students themselves in a comprehensive manner with various aspects of micro-economic theory.
3. To develop the ability to synthesize knowledge

**Learning Outcomes:**

1. The knowledge of consumer behavior enables the students in recommending rational buying decisions and will also help to suggest firm to design suitable marketing strategies.
2. Students get equipped with knowledge and skill in suggesting effective decisions under uncertain market situations
3. Students understand the importance of time application and household management
4. The students will develop the skill for converting technical information into economic relationship between input and output
5. The students will develop skill to identify homogeneity level in production function and be able to estimate production function and shall be able to estimate level of output.
6. The course will help students to give recommendations on allocation of quantities of different factors of production to achieve economies of production and use of learning curves
7. The students will learn about maintain existence of firm in markets and shall be able to recommend to earn profit.



## Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	<b>Advances in the theory of Consumer Behavior</b> - Derivation of demand curve by using of indifference curve approach and revealed preference approach- Hicksian Revision of demand theory, modern utility analysis of choices involving risk and uncertainty- Bernoulli, Neuman-Morgenstern, Friedman-savage, Hypothesis
2	<b>Theory of Production and Cost</b> – Relation between return to factor and return to scale – multi product firm- production function-Cobb-Douglas, CES, VES; technical change and production function, Concept of Cost – Derivation of short-run and long-run cost curves- total, average and marginal- economies and diseconomies of scale and cost curves, Modern development in cost theory
3	<b>Theory of Firm and Price-Output determination in various market structures</b> – marginal analysis as an approach to price and output determination: Perfect competition – short run and long run equilibrium of firm and industry, monopoly short run and long run equilibrium, price determination, degree of monopoly power, regulation and control of monopoly, Oligopoly – non-collusive oligopoly, kinked demand curve model – collusive Oligopoly – Cartels, mergers, price leadership models, Monopolistic Competition, firm and group equilibrium with product differentiation and selling costs analysis, excess capacity
4	<b>Advanced approaches to pricing and optimization</b> – Advanced approaches to pricing and optimization – composite demand and composite supply pricing- Average or full cost pricing – Mark-up pricing, limit pricing - Bains and Silos-Labini model

### Books for References:

1. Koutsoyiannis, A. (2005) - Modern Microeconomics, Macmillan press, London
2. Layard, P.R.G. and Walters, A.W. (2001) - Microeconomic Theory, McGraw Hill, London.
3. Sen A(2005). - Microeconomics: Theory and Application, Oxford University Press, New Delhi
4. Stigler, G (2008). - Theory of Price, PHI, New Delhi
5. Varian, H.R.(2005) - Microeconomic Analysis, W.W.Norton, NewYork
6. Mankiw, N.G. (2009), Economics: Principles and Applications, Cengage Learning, India edition
7. Baumol, W.J.(1998): Economic Theory and Operations Analysis, Prentice Hall of India Private Limited
8. Henderson, J.M. & Quandt, and R.E.: Micro Economic Theory, McGraw Hill.
9. Nicholson Walter (2007)- Microeconomic Theory, The Drydon Press, London
10. E.K. Browning and J.M. Browning (2003) - Microeconomics; Theory and Applications, Kalyani Publisher, New Delhi.
11. Maddala, G.S. and Miller, E.: Microeconomics, Theory and Applications; McGraw Hill
12. Pindyck, R.S., Rubinfeld, D.L. & Mehta: Micro Economics, Pearson Education
13. Salvatore. D.: Micro Economics, Theory and Applications, Oxford University Press.
14. Hall Varian: 'Micro Economic Analysis,' Viva
15. Snyder and Nicholson: 'Micro Economics- Basic principles and Extensions' Cengage learning

2



## MAJOR - MANDATORY - 2

(Credit – 4)

### MACRO-ECONOMIC THEORY – I

#### Objectives of the course: -

1. To make students aware of macro – economic models and macro-economic Trends as well as thoughts
2. To deal with international aspects on macro level
3. To critically evaluate the validity of macro models

#### Learning Objectives of the course: -

1. To demonstrate a good understanding of macro- economic principles, concepts and theories
2. To demonstrate an understanding of implications of Macro-economic decisions and shall be able to form model macro-economic theory
3. To integrate theoretical knowledge to analyse trade-off in deployment of resources to alternate ends and the implications them on society.
4. To make predictions on the happening of different economic things in the different phases of trade cycle and shall be able to derive suggestions.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	<b>Macro-economic variables</b> - General review of classical and Neoclassical economic analysis, systems, Keynesian system – various concepts and measurements of aggregate income and expenditure- Circular flow of four sector model - Rules for computing GDP- Various concepts interpreting GDP
2	<b>Demand and Supply of Money</b> – Quality theory of money, Patinkin's views on the relationship between money and prices, Restatement of quantity theory of Money by Milton Friedman – Liquidity approach to money, Radcliffe-Sayers thesis and Gurley – Shaw thesis
3	<b>Theories of Consumptions and Investment</b> – Classical of Consumption – The Psychological law of Consumption — Permanent Income Hypothesis – Life Cycle Hypothesis, Normal income Hypothesis, Investment Multiplier, Working and weaknesses <b>Investment Function</b> - MEC and rate of interest, Accelerator
4	<b>Monetary and Fiscal Policies</b> – Objectives and instrument of monetary policy, Effectiveness of monetary policy during inflation and deflation, Recent changes in monetary policy Fiscal Policy – Objectives and instruments of fiscal policy, Effects of taxation, Public expenditure, Pump priming, Compensatory spending, Public works, Public debt, Problems and limitations of fiscal policy, Monetary and fiscal policy mix, Mundellian Model of internal and external stability

*GA*

3



**Books for References:**

1. Rosalind Levacic and Alexander Rebmann (1982), *Macroeconomics: An Introduction to Keynesian Neoclassical Controversies*, Macmillan.
2. Errol D'Souza (2008), *Macroeconomics*, Pearson.
3. David Romer (1996), *Advanced Macroeconomics*, McGraw-Hill.
4. David, G Pierce and Peter J Tysome (1985), *Monetary Economics: theories, evidence and policy*, Butter worths.
5. Laidler, D.E.W. (1984), *The Buffer Stock Notion in Monetary Economics*, *Economic Journal* 94, 17-34.
6. N. G. Mankiw: *Macroeconomics*, Pearson.
7. A. B. Abel and B. S. Bernanke: *Macroeconomics*, Pearson
8. Dorndusch, Fischer and Startz: *Macroeconomics*, Tata McGraw Hill.
9. Richard T. Froyen: *Macroeconomics*, Pearson
10. Errol D'Souza: *Macroeconomics*, Pearson
11. David Romer: *Advanced Macroeconomics*, 4th edition, McGraw Hill, 2012
12. Sunil Bhaduri: *Macroeconomic Theory*, New Central Book Agency. 2. Soumyen Sikdar: *Principles of Economics*, Oxford.

En

4





## MAJOR - MANDATORY – 3

(Credit – 4)

### STATISTICS FOR ECONOMICS

#### Learning Objectives:

1. To empower the students to master over the technique of classification and analyze data to prove different hypothesis intended to be tested.
2. To provide a tool kit to students to handle massive data and draw inferences from it.
3. To enable the students to interpret the data in nut shell by a averaging, precenting and arranging into different classes through the process of classification
4. To help the student to draw the conclusion in the form of standard deviations, skew nesses and through various co-relations and regressions.
5. To equip the students to represent data in pectoral form and to make it understandable to common masses.

#### Learning Outcomes:

1. The students will develop the knowledge to interpret the complex statistical tables in graphs given in publish media.
2. The regressions technique shall enable students to predict the future values up to certain time limits.
3. The statistical help in compression and confirm the sample results into population result.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	<b>Introduction to Statistics, Data Presentation and Indian Statistics</b> Statistics in Practice- Application- Data Sources, Descriptive Statistics, Statistical Inference. <b>Basic Statistical concepts</b> – Population, Sample, Parameter and Statistics, Variables and Data, <b>Data Measurement levels-</b> Nominal, Ordinal, Interval and Ratio, Computer and Statistical Analysis <b>Construction of Frequency Distribution-</b> Classification and Tabulation of Data, Graphs and Charts <b>Indian Statistics:</b> CSO, NSSO, Recent Population Census, Agricultural and Industrial Statistics
2	<b>Descriptive Statistics: Numerical Measures</b> <b>Measures of Central Tendency:</b> - Arithmetic Mean, Median, Mode, Geometric, Harmonic Mean, Percentiles and Quartiles <b>Measure of Variability:</b> Range, Interquartile Range, Mean Deviation, Variance, Standard Deviation, Coefficient of Variation <b>Measures of shape</b> – Skewness
3	<b>Correlation, Regression Analysis and Index Number</b> <b>Correlation Analysis:</b> Meaning, Importance, Types, Methods of Determining Correlation and Limitations- Karl Pearson's Coefficient of Correlation, Coefficient of Concurrent Deviation, Spearman's Rank Correlation

5



	<b>Regression Analysis:</b> Meaning, Importance, Types, Methods of Determining Correlation and Limitations- Simple Linear Regression Model, Least Squares Method <b>Index Number</b> Time and Factor Reversal Test
4	<b>Sampling Distributions and Statistical Inference</b> <b>Sampling</b> - Methods of Sampling – Random and Non-random, <b>Hypothesis Testing</b> – Meaning, Types, level of Significance, One Tailed and Two Tailed Test, Critical Values and Significant Values. Type I and Type II Errors <b>Test of Significance</b> – Small Sample and Large Sample, Chi-Square test and test of 't' test, Analysis of Variance

**Books for References:**

1. Gupta S.C and Mrs. Indira Gupta: Business Statistics: Himalaya Publishing House; Delhi
2. Gupta, S.C., Fundamentals of Applied Statistics, S. Chand & Sons New Delhi.
3. Gupta, S.P., Introduction to Statistical Methods., S. Chand & Sons New Delhi.
4. King, W.I.: The Elements of Statistical Methods; The Macmillan Co. New York.
5. Anderson, Sweeney and Williams, Statistics for Business and Economics, Cengage Learning publication, New Delhi.
6. Elhance, D.N, Practical Problems in Statistics, Kitab Mahal, Allahabad
7. Dr. Gajanan Patil, Fundamental Statistics, Kasturi Publication, Nagpur

*E*



## MAJOR - MANDATORY - 4

(Credit – 2)

### ECONOMY OF MAHARASHTRA

#### Learning Objectives:

This paper provides a detailed account of various sectors of economy of Maharashtra i.e. natural resources, population, agriculture, industry, infrastructure, fiscal policy and human development. These units will introduce the various challenges faced by the economy of Maharashtra and efforts of the Government to tackle them.

#### Learning Outcomes:

Students get acquainted with all varied sectors of the economy of Maharashtra. Awareness on challenges to be faced and measures to tackle the challenges

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	<b>Features of State Economy</b> – Geographical structure, administrative set-up, Demographic characteristics, State income, Land, forest, Climate and rainfall, Health, Education, Livestock, Banking, Worker population ratio, Availability of drinking water and sanitation facility, Sector wise real GVA and real GDP, Public distribution system, Beneficiaries under National food security Act - 2013, Deposits and credit of all schedules commercial banks
2	<b>Sector wise Development in Maharashtra</b> – Number and area of operational holdings in the state, Area and production of principal crops, Electrification of agricultural pumps, Loan disbursed by various institutions to agriculture, Exports of agricultural produce from State Industrial investment in the state - Industrial units in MIDC, Textile production in the State, Annual survey of industries, No of working factories and employment, Co-operative societies in Maharashtra, Co-operative sugar factories, Progress of health and educational facilities in the state, Transport and communication facilities in the state, Classification of workers as per 2011 Census.

#### Books for References:

1. Jungale Mangala (2008): Maharashtrachi Arthvyavastha (Marathi), Prashant Publications, 17, Stadium Shopping Centre, Opp. State Bank, Jalgaon –age No. 9 to 19.
2. Kurulkar R. P. (1997): Maharashtrachi Arthvyavastha (Marathi), Vidya Prakashan, Ruikar Marg, Nagpur. Page No. 153 to 179.

*Er*

7



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

3. Munagekar Bhalchandra (2003) :The Economy of Maharashtra – Changing Structure and Emerging Issues, Dr. Ambedkar Institute of Social and Economic Change, Mumbai.
4. Patil J. F. (2010) : Suvarna Mahotsavi Maharashtrachi Badalati Arthvyavastha (Marathi), Abhijit Pratap Pawar, Sakal Papers Ltd., 595, Budhwar Peth, Pune-411002Page No. 41 to 57.
5. Pansare Govind (2012) :Maharashtra Arthik Pahani – Paryayi Drushtikon (Marathi), Shramik Pratishthan, Red Plug Bldg.,Bindu Chowk, Kolhapur, Page No. 159 to 195.
6. World Bank (2002) India: Maharashtra Reorienting Govt. to Facilitate Growth and Reduce Poverty.
7. Government of Maharashtra: Economic Survey of Maharashtra, Various Issues.

*Eu*

8



## ELECTIVES – 1

(Credit – 4)

### AGRICULTURAL ECONOMICS

#### Objectives:

1. To provide an understanding to the students about nature and functioning of agrarian economy of India.
2. To enable students to apply economic principles to traditional subsistence agriculture.
3. To equip students to understand process of value generation in agriculture.

#### Learning Outcomes:

1. The knowledge of nature of Indian Agriculture will enable students to derive suggestions for planning farm operations, for acquiring farm inputs and marketing strategy for selling farm output.
2. It will develop the skills to students for under technical information into economic relation between inputs and output in agriculture.
3. The students will enable to understand the economies of the production and marketing of agricultural products and shall be enable to draw suggestion for practical use.
4. It will help the students to analyse the implication on agricultural policy of government and shall enable them to make practical suggestions for improvement in traditional Indian agriculture.
5. Students are equipped with the knowledge of the emergence of different organizational structures of the farming in India.
6. It will develop the skill in students for analyzing business phenomenon in agriculture in terms of transactions and cost savings.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of each Units

Units No.	Content
1	<b>Agriculture and the Economy</b> - Agriculture and economic development – Role of agriculture in Economy, Theories of Agricultural Development – Schultz's views on Transformation of Traditional Agriculture, Lewis, Ranis and Fie models, organizational aspects of farming-Traditional peasant farming, commercial farming, conditions of Indian farmers, farm management
2	<b>Production function in Agriculture</b> – Law of variable return and returns to scale in agriculture, rational and Irrational stages in agricultural production function, problem of allocation of resources and least cost combination in agriculture, optimum combination of two products in agriculture Risk and uncertainty in agriculture, WTO and Indian Agriculture- Farm size and agricultural productivity; Mechanization in agriculture; Research and extension in Agriculture, Agricultural technology and green revolution

*Handwritten signature*



3	<b>Marketing of agriculture produce</b> – Demand and Supply of agricultural products – factors affecting the demand for agricultural products, supply behaviour of agricultural products-Individual and aggregate supply of farm products, Behaviour of agricultural prices-Instability of agricultural prices, agricultural price policy of government, Agricultural Marketing – Approaches to agricultural marketing; problems of agricultural marketing; price spread, marketing margin; marketing efficiency, marketing integration, institutions and organization for agricultural marketing, processing of agricultural products,
4	<b>Factor Market for Agriculture</b> –Role of Land, labour and capital in farming, Land Tenancy and efficiency of farming-Land rental contract relationship, Labour market for agriculture – categories of labour, wage good and labour market – Agricultural Credit - characteristics of agricultural, Credit Sources of agricultural credit, Labour in agriculture, Role of land in agriculture, Non-agricultural uses of land

**Books for References:**

1. Subba Reddy, P.Raghu Ram, T.V. Neelakanta Sastry and I. Bhavani Devi(2008): 'Agricultural Economics' Oxford
2. Sadhu, A.N. & A. Singh: Fundamentals of Agricultural Economics, Himalaya publishing House, Bombay.
3. Soni, R.N.: Leading Issues in Agricultural Economics, Sobhanlal Nagin Chand & Co. Jalandhar
4. Debraj Ray(2012) : 'Development Economics' Oxford India
5. Basu, Kaushik: 'Agrarian Questions' Oxford India 6. Bruch L. Gardner and Gordon C. Rausser : Handbook of Agricultural Economics, North Holland

*[Handwritten signature]*

10



## ELECTIVES – 2

(Credit – 4)

### INDUSTRIAL ECONOMICS

#### Objectives:

1. To make the students aware of new concepts and dynamics in the field of Industries
2. To equip students to understand traditional organizations and modern organization in Industrial establishments
3. To aware students about the process of making investment decisions in Industries.
4. To equip students about industrial locations, finance marketing and pricing
5. To enlighten students about on present Trends in Indian Industrial scenario

#### Learning Outcomes:

1. The knowledge of Industrial organizations shall enable the students to analyse locational factors of industry and it will enable them to draw suggestions for new proposals of industry.
2. It may promote them to undertake start up schemes on basis local resources and global market. It may enable them to be employment given, rather them employment demanders.
3. The study of industrial financing, accounting and risk analysis will be helpful for students to catch up the opportunities in the field of finance and insurance, where their ample scope for work.
4. Understanding about industrial combination and integration will make them able to analyse public policy and give fruitful suggestions.
5. The students learn about the reasons for existence and expansion of firm and shall be able to analyse efficiency of firms, to offer constructive suggestions.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	<b>Industrial Economics and Industrial Organization</b> - Meaning, scope, need and significance of industrial economics, A new concepts about firm and industry, Business motives- profit maximization, sales maximization, maximization of growth, value maximization and managerial motivations, Industrial Organization- types of industrial organizations, private partnership, company, cooperative and public sector, choice of organizational form.
2	<b>Industrial location; expansion and efficiency</b> – Factors affecting industrial location, Theories of Industrial location - Sargant Florence, Weber's Theory, Industrial expansion- Diversification, Vertical integration and mergers, Industrial Efficiency – Productive efficiency and economic efficiency, Future strategy for Industrial growth in India

11



3	<p><b>Industrial Pricing, Investment decisions</b>– Industrial pricing in practice, Cost-plus pricing, variable cost pricing, Target Rate of Return pricing, group pricing and pricing in public enterprises.</p> <p><b>Nature and types of investment decisions</b>- methods of project evaluation, payback method, NPV and IRR, Social cost benefit analysis, Risk and Uncertainty in Project Appraisal</p> <p><b>Industrial Finance</b> - Need for finance – short term and long term, sources of finance-internal and external, commercial and development banks, Role of foreign capital</p>
4	<p><b>Indian Industrial Sector</b> – Evolution of Indian Industries, Industrial policy in India, small scale Industries, in India, MSME, Industrial sickness, Industrial relations, Private sector industries in India</p>

#### Books for References:

1. Barthwal, R. "Industrial Economics", Wiley Eastern.
2. Bain, J., "Industrial Organization", John Wiley.
3. Panagariya, A., "India – The Emerging Giant"
4. Sen, A., "Industrial Organisation", Oxford
5. Ahluwalia, I.J. (1985), Industrial Growth in India, Oxford University Press, New Delhi
6. Divine, P.J. and R.M. Jones et. al. (1976), An Introduction to Industrial Economics, George Allen and Unwin Ltd., London
7. Cherunilam, F. (1994), Industrial Economics: Indian Perspective (3rd Edition), Himalaya Publishing House, Mumbai
8. Harndeen, J.B. (1975), The Economics of Corporate Economy, Dunellen Publishers, New York
9. P. Bellaflame and M. Peitz: Industrial Organization and Market Structure 10. Government of India, Economic Survey (Annual)
10. Ahluwalia, I.J. (1985), Industrial Growth in India, Oxford University Press, New Delhi.
11. Brahmananda, P.R. and V.R. Panchamukhi (Eds) (1987), The Development Process of the Indian Economy, Himalaya Publications
12. Barthwal, R.R. (1992), Industrial Economics: An Introductory Text Book, Wiley Eastern Ltd. New Delhi.
13. Cherunilam, F. (1994), Industrial Economics: Indian Perspective, (3rd Edition), Himalaya Publishing House, Mumbai
14. Kuchhal, S.C. (1980), Industrial Economy of India (5th Edition), Chaitanya Publishing House, Allahabad.
15. Reserve Bank of India, Report on Currency and Finance (Annual). And Government of India, Economic Survey (Annual).

*En*

12





## ELECTIVES – 3

(Credit – 4)

### MATHEMATICS FOR ECONOMICS

#### Objectives:

1. To make students able to apply methods of mathematics to draw meaningful conclusions from economics data
2. To use mathematical methods to analyse correct economy occurrences
3. To use mathematic techniques for optimization and prediction in economic analysis

#### Learning Outcomes:

1. The knowledge of mathematical methods will enable students for making the practical suggestions to the optimum consumer and producers' decisions.
2. The students will be able to understand allocation and management of scarce resources.
3. Students will develop the skill to determine homogeneity or non-homogeneity of production function and to estimate the output level for the given input level.
4. Through mathematical predictions, students shall be enabled to find out the cost reduction potential to stand in cur-throat-competitive markets or oligopolistic markets.
5. The knowledge of mathematics shall be useful for students to apply game theory in economic analysis to the markets for obtaining maximum benefits of situation.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	<b>Sets, Functions and Basic Functions</b> - Properties of sets, relations and functions – different forms of functions and graphs- limits and continuity of functions- Basic rules of differentiation, Derivation of implicit functions – and their application in elasticities , costs and revenues, rules of differentiation, partial differentiation, Problem of maxima and minima in single and multivariable functions-application of differentiation in economics rules of integration and their application to economic problems – Derivation of functions from marginal functions
2	<b>Linear Algebra and Matrices</b> – Matrices and their applications – Determinants, minors, co-factors and inverse of matrices – Crammers rules- matrices and vectors-Eigen vectors-use in input-output analysis
3	<b>Differential and Integral Calculus</b> – Application of partial differentiation in first and higher order partial derivatives – total derivatives – economic application of partial differentiation on elasticity of demand, Homogeneous function, Euler's theorem cobb-dongles and CES Production functions.

*Q*

13



	Integral Calculus – Rules of integration, Indefinite and Definite integrals, economic applications, - Integration as total function of economic functions and marginal functions – uses in consumer and producer surplus
4	<b>Linear Programming and Optimal Control Theory</b> – Linear Programming – Problem (LLP) and formulation of LPP – Solution of LPP by using graphical and simplex method – duality in LPP- Properties and economic interpretation shadow prices Optimal Control Theory – Calculus of variation and optimal control problem- contrast, state and co-state variables, Hamiltonian – current value and present value, economic application

**Books for References:**

1. Sydsaeter, Knut and Peter Hammond (2006), Essential Mathematics for Economic Analysis, 2nd Ed. Financial Times, Prentice Hall: Harlow, England.
2. Yamane, Taro (1975), Mathematics for Economists, PHI, New Delhi.
3. Allen, R.G.D. (1974), Mathematical Analysis for Economists, Macmillan Press, New Delhi.
4. Gupta, S.C. (1993), Fundamentals of Applied Statistics., S.Chand, NewDelhi.
5. Chiang, A.C. (1986), Fundamental Methods of Mathematical Economics, McGraw Hill, New York.
6. Handry, A.T. (1999), Operations Research, PHI, New Delhi.



## RESEARCH METHODOLOGY

(Credit - 4)

### Objectives of the course: -

This course aims at providing the foundation for research methodology. The course is designed to impart basic skills of research and its methodologies. Identify appropriate research topics, review of literature, research gap. Select and define appropriate research problem and parameters. This course also imparts data collection methods, data processing, analysis and interpretation of results. Prepare a project proposal. (To undertake a project) Organize and conduct research (advanced project) in a more appropriate manner. Write a research report and thesis. Prepare a research proposal. (Grants)

### Learning Objectives of the course: -

Upon successful completion of this course, students will be able:

1. To help students to develop a thorough understanding of the fundamental theoretical ideas about the research.
2. To help students develop a thorough understanding of the issues involved in research designs and data collection.
3. To help students to understand the importance of sampling methods and analysis of data.
4. To train students in learning how to test hypothesis using computer applications and acquire skills for writing research reports.

### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	<b>Introduction of Research Methodology</b> Research methodology -meaning, objectives, nature scope and types of research - social- Fundamental, Applied and Action research. Social survey- meaning characteristics, scope, objectives of social survey, steps and types of social research. planning of social survey, merits and demerits of survey. Review of Literature – Meaning, purpose, Style of writing the literature reviews, Citation. Hypothesis -meaning characteristics of good hypothesis, types, importance and limitations. Research design- meaning objectives and types- Applied, Analytical, Exploratory, Descriptive, Diagnostic, Experimental and Case study.
2	<b>Data Collection methods</b> Data collection - Primary and Secondary, Sources of primary data - Observation Questionnaire, Schedule, Interview. Merits and demerits of primary data. Sources of secondary data- personal documentary- letters, diary, life history, public documentary sources- published documents, unpublished, documents, Merits and demerits of secondary sources. Merits and demerits of Observation, Schedule, personal interview, mail survey method
3	<b>Sampling and Data Processing</b> Meaning of sampling, characteristics of good sampling, merits and demerits of sampling, types of sampling – probability and non-probability, sampling process,

82

15



	problems of sampling, Determination of Sample Size. Measurement concept in research, Criterion for good research – Reliability, Validity and Practicality. Data Preparation and preliminary analysis - introduction, validating and editing, coding, data entry, data cleaning and data mining, tabulation.
4	<b>Hypothesis Testing and Report Writing</b> Use of statistical techniques for data analysis in research, Mean, Mode, Median, Mean deviation, Standard deviation, Correlation and association. Testing of hypothesis-parametric and non-parametric test. Computer Application, result interpretation, Report writing -objectives, types, content of report, characteristics of good report. Research ethics.

**Books for References:**

1. Wilkinson and Bhandarkar -Methodology and Techniques of Social research –Pauline, Young-Scientific Social Surveys and Research.
2. Kothari R.C. Research Methodology, Methods and Techniques, New Age International Publishers, 11nd revised edition, reprint 2008.
3. Mahore R. Y, Research Methodology, Thakur Publishers, Pune.
4. Business Research Methods – Donald Cooper & Pamela Schindler, TMGH, 9th edition
5. Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.

*Handwritten signature*



RTM Nagpur University, Nagpur  
M.A (Economics) First to Fourth Semester Examination  
Post-Graduate in Economics Paper Pattern  
Implementation Syllabus as per NEP 2023-24  
(Under Choice Based Credit System/CBCS as per NEP)

\_\_\_\_\_ Name of Subject

Time: Three Hours)

{Maximum Marks:80

**Instruction for Candidates:**

1. All questions are to be attempted.
2. All questions carry equal marks.
3. Draw neat diagrams wherever necessary.
4. When writing the answer to the sub-questions in the main questions, write the number of the main questions and the sub-question.

**Paper Pattern:**

1. Answer of the following questions: (8x2=16)
  - a) Question - From Unit - I OR From Unit - I
  - b) Question - From Unit - II OR From Unit - II
2. Answer of the following questions: (8x2=16)
  - a) Question - From Unit - III OR From Unit - III
  - b) Question - From Unit - IV OR From Unit - IV
3. Write **ALL** of the following Short Notes: (4x4=16)
  - a) Question - From Unit - I
  - b) Question - From Unit - II
  - c) Question - From Unit - III
  - d) Question - From Unit - IV
4. Answer **ALL** of the following questions: (8x2=16)
  - a) Question - From Unit - I
  - b) Question - From Unit - I
  - c) Question - From Unit - II
  - d) Question - From Unit - II
  - e) Question - From Unit - III
  - f) Question - From Unit - III
  - g) Question - From Unit - IV
  - h) Question - From Unit - IV
5. Which of the following statements is **Correct or Incorrect** with explanation: (4x4=16)
  - a) Draft sentences from Unit -I
  - b) Draft sentences from Unit -II
  - c) Draft sentences from Unit -III
  - d) Draft sentences from Unit -IV

*Handwritten signature*

17



RTM Nagpur University, Nagpur

New Syllabus as per NEP – 2020

Implementation from the Academic Session 2023-24

Post Graduate Syllabus in Economics

M.A (Part-I) Second Semester Examination

(Under Choice Based Credit System/CBCS)

## MAJOR - MANDATORY – I

(Credit – 4)

## MICRO-ECONOMIC THEORY – II

### Learning Objectives:

To identify the characteristic differences between various market structures, and discuss differences in their operations; Analyze resource markets to understand the decision-making of resource allocation and interrelationships among key markets in the economy. To know through distribution of resources how incomes are earned in the production of goods and services and that the value of the productive factor reflects its contribution to the total product. Welfare economics focuses on the optimal allocation of resources and goods and how the allocation of these resources affects individual and the Society through various theories. To understand the role of the government in Economy whenever market fails.

### Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. The students will be familiar with the Various types of markets through their price and cost.
2. They will be able to explain the role of markets and understand how it impacts individuals and the Market.
3. They will be able to understand the distribution of income in society through the theories of Wage determination, Rent, Interest, and Profit.
4. Students will be able to understand why there is a need to have the welfare for society and individuals.

### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	Pricing of the factors of the Production Ricardian and Modern Theory of Rent, Marginal Productivity Theory of Distribution, Wage Determination under Collective Bargaining, Classical Theory of Interest, Loanable Funds Theory and Liquidity Preference Theory of Interest, Theories of Profit



2	Theories of Distribution Ricardian Theory of Distribution, Marxian Theory of Distribution, Kaleck's Theory of Distribution, Kaldor's Theory of Distribution, Neo-classical Theory of Distribution, Technological Progress and Factor shares in Income
3	<b>Welfare Economics</b> Meaning of Welfare Economics, Individual and Social Welfare, Concepts of Social Welfare, Value Judgement in Welfare Economics, Concept and Conditions of Pareto Optimality, Pareto Criterion of Social Welfare, Marginal conditions of Pareto optimum, Amartya Sen's Critique of Pareto Optimality. Perfect Competition and Pareto Optimality, New Welfare Economics, Compensation principle, Kaldor-Hicks Welfare Criterion, Scitovsky's Double Criterion of Welfare, Criticism on Compensation Principle, Public Goods and Market Failure, Theory of Second-Best, Bergson-Samuelson Social Welfare Function. Arrow's Theory of Social Choice, Impossibility Theorem. Amartya Sen on Arrow's Impossibility Theorem, Rawls' Concept of Social Justice and Welfare Criterion
4	<b>Asymmetric Information and Limit Pricing</b> Information Problem and Market with Asymmetric Information, Asymmetric Information and Market failure, problem of Moral Hazard, Spence Model of Signaling, The Principal-Agent Problem, Theory of Limit Pricing- Sylos-Labini Model, Modigliani's Model, Theory of Games- Prisoners' Dilemma

#### Books for References:

1. Ahuja H. L., (latest version) Advanced Economic Theory: Microeconomics Analysis, 13th Edition, S. Chand and Co. Ltd., New Delhi.
2. Jhingan M. L., (Latest version) Micro Economic Analysis, Vrinda Publications
3. Koutsoyiannis, A.: Modern Microeconomics, 2nd ed., Macmillan Press, London.
4. Baumol, W.J. (1982), Economics Theory and Operations Analysis, Prentice Hall of India, New Delhi.
5. Dewett K. K., (latest version), Modern Economic Theory, S. Chand & Company Ltd., Revised Edition.
6. Kreps, David M (1990): A Course in Microeconomic Theory, Princeton University Press, Princeton.
7. Sen, A. (1999): Microeconomics: Theory and Applications, Oxford University Press, New Delhi.
8. Stigler, G. (1996): Theory of Price, 4th ed., Prentice Hall of India, New Delhi.
9. Varian, H. (2000): Microeconomic Analysis, W.W. Norton, New York.



## MAJOR - MANDATORY – 2

(Credit – 4)

### MACRO-ECONOMIC THEORY – II

#### Learning Objectives:

The course intends to explain the concept of money supply and various theories of demand for money from classical to modern school of thought. The students shall be able to understand the determinants of interest rates and theories of interest rate determination, identify the reasons, types, and effects of inflation and policies used to control inflation. It will also explain business cycles, their theories and measures to control business cycles in an economy.

#### Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Components of money supply and approaches to demand money
2. Understand the classical and modern views on interest and policy impact.
3. Use their knowledge to understand and evaluate the impact of inflation and causes business cycles and controlling measures.
4. Use the knowledge of the subject for employment in competitive examinations, banks and financial institutions.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	<b>Theories of Employment and Growth</b> Classical theory of Employment, Keynesian Theory of Employment, Steady Growth, Basic Principles, Models of Steady Growth, Domar Model, Harrod Model, Joan Robinson's Model, Golden Age Model, Solow's Model, Acceleration Principle, Secular Stagnation, Hansen's Thesis
2	<b>Neo-classical and Keynesian Synthesis</b> Neo-classical and Keynesian views on interest; The IS-LM model; Extension of IS-LM model with government sector; Relative effectiveness of monetary and fiscal policies; ISLM model in open economy, Monetary approach to balance of payments. Capital flows with fixed exchange rate, trade and capital flows with flexible exchange rate and critical look at IS-LM model
3	<b>Theory of Inflation</b> Meaning and Types of Inflation, Demand Pull and Cost Push Theories of Inflation, Inflation and Under developed Economies, Effects of Inflation and deflation, Classical, Keynesian and Monetarist approaches to inflation; Structuralist Theory of Inflation, Measures to control inflation and deflation, Phillips curve, short run and long run Phillips Curve, Tobin's modified Phillips curve, Quantitative Testing of Inflation
4	<b>Theories of Business Cycles</b> Under consumption Theories, Purely Monetary Theory, Monetary Over Investment Theory Non-Monetary Over Investment Theory, Innovation Theory, Mitchell's Theory, The Cob-Web Theory, Theory of Inventory Cycle, Hicks' Theory of Business Cycle. Global Recession, Control of Business Cycles





**Books for References:**

1. Dornbusch, Fischer, Stratz, Macroeconomics, (Revised Edition), Tata McGraw-Hill. New Delhi
2. Ahuja H. L. Macroeconomics Theory and Policy, S. Chand and Co. Ltd New Delhi.
3. Mankiw, N. G. Macroeconomics, (Revised Edition), Worth Publications. New York. Blackhouse,
4. R. and A. Salansl (Eds.) (2000), Macroeconomics and the Real World (2 Vols), Oxford University Press, London.
5. D'Souza, Errol (2009), Macroeconomics, Pearson Education, Delhi.
6. Gupta R.D. and Rana A.S. (1998): Post-Keynesian Economics, Kalyani Publishers, Ludhiana.
7. Jhingan, M.L.(2020) : Macro Economics, Vrunda Publications, New Delhi.
8. Keynes, J.M (1936): General Theory of Employment, Interest and Money.
9. Gupta, R. D. (1982), "Keynes and Post Keynesian Economics," Kalyani Publishers, Ludhiana.
10. Mithani D. M., (2020), Money, Banking, International trade and public finance, Himalaya Publications, Nagpur.
11. Rakshit, M. (1998), Studies in the Macroeconomics of Developing Countries, Oxford University Press, New Delhi.
12. Rana and Verma, (2016), Macro Economic Analysis, 11th edition, Vishal Publication Jalandhar, Delhi.
13. डॉ. रामदास माहोरे (2018), व्यापार चक्राचे सिध्दांत, साई ज्योती प्रकाशन



## MAJOR - MANDATORY – 3

(Credit – 4)

### ECONOMICS OF MICRO-FIANCE

#### Learning Objectives:

To equip the students themselves in compressive manner with various aspects of micro finance activities to be undertaken by banks. To help the students in understanding traditional methods of financing micro enterprises under MSME in India. To understand the effects of micro finance on process of disbursing and recovering the loans through social pressure of SHGS

#### Learning Outcomes:

1. Basics of micro-finance and various activities conducted through various schemes and institutions in India.
2. Role of NBFCs for the development of microfinance.
3. Regulatory measures used for the development of microfinance.
4. Financial and social performance of microfinance and important institutions of microfinance in India

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	<b>Micro-finance- Role and Problems</b> Micro-finance origin, definition, Types, Objectives, Features, Principles, Benefits and Criticisms, Micro-finance Institutions and their types, Micro Finance Companies in India, Challenges faced by micro-finance institutions Self Help Group and Micro Finance, government schemes for self-help groups in India, Deendayal Antyodaya Yojana, National Livelihood mission, and poverty Alleviation Programmes, Importance of SHGs, Benefits to Members, Women, Banks, Government, Voluntary Agencies and Society, Microfinance and Women Empowerment
2	<b>Financial Planning of MFIs</b> Financial Management of MFIs, Credit risk, types of credit risk, Integrated risk management, Non-banking financial companies and micro-finance, Types of NBFCs, Non-banking Financial Companies in India Difference between Bank finance and microfinance, Development in the Microfinance sector, Concerns in the microfinance sector related to consumer protection
3	<b>Regulatory approaches towards Microfinance</b> Need to review the current regulatory framework, Microfinance credit lending models, participatory rural approach concepts and prerequisites, Conducting Participatory Assessment, Tools and techniques of Participatory Assessment. Microfinance release protection and guarantee program, Role of Asian Development Bank, Role of Foreign Financial institutions in Microfinance
4	<b>Financial and Social Evaluation</b> Financial rating, measurement of indicators and financial performance analysis, Social performance management definition and principles, social performance analysis, NABARD and microfinance, Role of major banks and financial institution in Microfinance Impact of Microfinance on people and societies, the status of Microfinance in India, Critical study of Microfinance in India, Top Microfinance institutions in India.



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

## Books for References:

1. Rutherford Stuart, (2000), 'The Poor and their Money,' Oxford University Press, Delhi.
2. Yunus Muhammad, (2008) 'Creating a World Without Poverty: Social Business and the Future of Capitalism, Public Affairs, New York.
3. Patil R. M., (2011) 'Impact of Microfinance through Self-Help Groups,' Discovery Publishing Pvt. Ltd. Delhi
4. Shrinivasan, N. (2010), 'Micro Finance in India: State of the Sector Report 2010,' Sage Publication, New Delhi
5. Watkins Todd A., (2020) 'Introduction to Microfinance', World Scientific Publisher, Chennai
6. Das Puspita, (2014) 'Empowerment and Microfinance ', Biotech Publisher.
7. V. Rengarajan, (2013), 'Microfinance Principles and Approaches' Notion Publication



## MAJOR - MANDATORY – 4

(Credit – 2)

### ECONOMICS OF INDUSTRIAL ORGANISATION

#### Learning Objectives:

This paper will make aware learners about the factors helping industry organization, other areas support it, market structure, also to focus on financial institutions, public policies and theories of location. It also focuses on aspects related to industrial growth.

#### Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Develops students' understanding of the historical background of industrial development, industrialization and antitrust law.
2. Have a knowledge of various concepts of market power and business strategies.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Units

Units No.	Content
1	<b>Introduction</b> Industrial Organization – Meaning, Objectives, types and Functions, Demand and Supply for Industrial Organization, Different Approaches of the study of Industrial Organizations, Macro Economic Models, Public Policy related to Economic Regulation and Antitrust Law, Collusion – Signaling, Mergers and Acquisitions, Industrial Policy
2	<b>Market Power</b> Market Power and Product Quality, Product Differentiation, Price Discrimination, Durable Goods and Experience Goods, Business Strategies and Strategic Behaviour – Meaning, Principles and Applications, Secondary Markets and their relationship with Primary Markets, Examples of Industrial Organizations.

#### Books for References:

1. Luis M. B. Cabral (2017), 'Introduction to Industrial Organization, 2nd ed., The MIT Press.
2. Jean Tirole (1988), 'The Theory of Industrial Organization', Cambridge, The MIT Press.
3. Bain J. S. (1959), 'Industrial Organization', 2nd ed. New York, Wiley.
4. Bresnahan, T. F. (1959), 'Empirical Studies of industries with Market Power in Handbook of Industrial Organization', Vol. 2 e. R. Schmalensee and R. D. Wing, Amsterdam, North Holland.
5. Paul Belle Flamme and Martin Peitz (2015), 'Industrial Organization, Markets and Strategies', 2<sup>nd</sup> ed., Cambridge University Press.
6. Basu, S. K., K. C. Basu, B. Rajiv, (2012), 'Industrial Organization and Management', Prentice Hall India Learning Private Ltd.
7. Barthwal R. R. (2007), 'Industrial Economics: An Introductory Text Book', New Age International Pub.
8. Lynne Pepall (1998), 'Industrial Organization Contemporary Theory and Practice', South Western.
9. Don E. Waldman, Elizabeth J. Jensen (2019), 'Industrial Organization: Theory and Practice', 5th ed., Routledge.
10. William G. Shepherd, Joanna M. Shepherd (2003), 'Economics of Industrial Organization'. Waveland Press, Inc.



## ELECTIVES – 1

(Credit – 4)

### APPLIED ECONOMETRICS

#### Objectives:

The basic objective of the course is to provide knowledge on Econometric applications of Economic theory. This course is designed to define meaning of Econometrics, steps in Empirical Economic Analysis, Different types of data involved In Econometric Analysis. The course involved Simple and Multiple Linear regression model. Basic concept of dummy variable model which will be helpful for future research work with qualitative data. The course also focused on the application of simultaneous equation model and Time Series analysis

#### Learning Outcomes:

Upon successful completion of this course, students will be able to:

- 1) Students will have adequate competency in the areas of economic theory and methods
- 2) Use basic econometric estimation techniques such as Ordinary Least Squares to estimate single and general regression models.
- 3) Impacts for the violation of the important assumptions for the application of OLS regression.
- 4) Students will acquire applications of dummy variable techniques and estimation of the dummy variable model.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of each Units

Units No.	Content
1	<b>Basic Econometrics</b> Econometrics- Meaning, Nature, Scope, Importance. Methodology of Econometrics, Structure of Economic Data, Simple and General linear regression model – Assumptions, Estimation (through OLS approach) and properties of estimators; Gauss-Markov theorem; Concepts and derivation of R-square and adjusted R- square
2	<b>Problems in Regression Analysis and Dummy Variable</b> Problems in Regression -Multicollinearity, Autocorrelation Heteroscedasticity-Meaning, Nature, Consequences and Remedial Measures, Model Specification and Diagnostic Testing Dummy Variable – Meaning, Nature, Importance and Limitation, Use of Dummy Variable Technique in two and more than two categories Dummy Variable Trap, Interaction effects, Seasonal Analysis, Piecewise Linear Regression,
3	<b>Dynamic Econometric Models</b> Lagged Variables and distributed lag models – Meaning, Nature, Importance and Estimation Koyck Approach to Distributed Lag Models- the Adaptive Expectation model and Partial Adjustment Model, Estimation of Autoregressive Models, Method of Instrumental variables, Almon Approach to Distributed Lag Models, Causality in Economics



4	<b>Simultaneous Equation Models and Time Series Analysis</b> Simultaneous Equation Model – Meaning, Nature, Consequences, Simultaneous equation bias and inconsistency of OLS estimates; The Identification Problem- Rules of Identification – Order and Rank Conditions Concepts - Stationary, Non-Stationary, Unit roots, Co-integration, Spurious regression, Random Walk Model. Dickey-Fuller and Phillips-Perron approaches to Unit Root test Forecasting with AR, MA and ARIMA Modeling, Box-Jenkins methodology- Identification, Estimation and Diagnostic Test
---	---

**Books for References:**

1. Gujarati D.N., Basic Econometrics, McGraw Hill, New Delhi.
2. Dougherty C (1992), Introduction to Econometrics, oxford University Press, New York.
3. Koutsoylannis, A. (1977), Theory of Econometrics (2nd ed), The Macmillan Press Ltd., London.
4. Madani, G.M.K. (2000): Introduction to Econometrics: Principles and applications, Oxford University Publications.
5. William H. Greene. (2008) Econometric Analysis. Pearson Education Publication New Delhi
6. Wooldridge, J., (2009) Introductory Econometrics: A Modern Approach, Cengage Learning Publication.
7. Dhanasekaran K., (2014) Econometrics (Ed. 2), Vrinda Publication, New Delhi.



## ELECTIVES – 2

(Credit – 4)

### LABOUR ECONOMICS

#### Objectives:

Students in this course will be exposed to issues pertaining to the labour market, employment policies, wage theories, trade unions and collective bargaining and labour and industry relations. This paper will specifically address to, National Labour Commission in India, Migration and the Impact of Globalization, Rationalization, Exit Policy, the Need for Safety Nets, Technological Change and Modernization of Employment in Organized Private Industry, Concepts of Wage Theories, Industrial Disputes, Labour (Trade) Unions are particularly focused in this subject. This paper exposes students to theoretical as well as empirical issues relating to the labour market with special reference to India.

#### Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Command an in-depth understanding of rural-urban labour problem & Demand-Supply for Labour in relation to the growth of the Labour market.
2. Acquire a basic understanding of the recent reforms in Labour Legislation and the Status of labour poverty & discuss the Role of Government in Employment, Unemployment & Schemes.
3. A critical understanding of the history of work and theory of Wage theories & Determination.
4. Analyze the relationship between Industrial Relations & State Labour Affairs & Students will develop an understanding of labour as a social relation of production.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of each Units

Units No.	Content
1	<b>Labour and Labour Markets</b> Labour Economics-Definition, Nature and Scope, The Genesis and nature of labour problems, socio-economic importance of labour problems, economic development and labour, Labour problems in a developing economy, Labour problems of agricultural, industrial, women and child labour, labour in unorganized sector, measures taken by government to solve labour problems. Industrial labour and labour Market in India, Economic and Social characteristics, of industrial labour in India, Migratory character, Low level of Literacy, Low degree of unionization, High rates of absenteeism and Labour turnover, characteristics and growth of labour market in India
2	<b>Labour-Management Relations</b> Trade unionism and Structure, Functions and Role of Trade Unions, Rise and Growth of Trade Unions, Trade Unions and Economic Development, Determinants of Trade Union Growth, Nature and Types of Trade Union Leadership, Industrial peace and Industrial Unrest, their implications Industrial Disputes – Meaning, forms, Causes and consequences. Right to Strike and Lockout, Prevention and Settlement of Industrial disputes, Industrial Relations in Public



	Secor, Causes of Poor Industrial relations in Public Sector, Machinery for Resolving Disputes in Public Sector
3	<b>Remunerative Aspect</b> Demand for and supply of labour, effectiveness of the forces of demand and supply of labour, wages - definition, types, characteristics and efficiency of labour, theories of wages determination, classical and neo-classical theories, demand and supply theory, wage determination under imperfect competition. Exploitation of labour, wages differentials, types and setting of wage differentials, system of wage payments and Incentives.
4	<b>Welfare of Employees</b> Concepts and Social objectives of welfare state, social security, aims and methods of providing social security, social insurance-origin , growth, elements and importance, social security in India – need, social security schemes in India, Workmen's Compensation Act 1923, Maternity Benefit Act, Employees Provident Fund and Miscellaneous Provisions Act 1952, Housing of Industrial Labour, Unemployment Causes, Types, effects, exit policy and remedial measures, National Labour Commission, Manpower Planning, International Labour Organization,- aims, constitution and various committees.

#### Books for References:

1. Bhagoliwal T.N. (2002), Economics of Labour and Industrial Relations: Sahitya Bhavan, Agra.
2. Bhatia, S.K. (2005), Constructive Industrial Relations and Labour Laws, B.R. World of Books, New Delhi.
3. Das N. (1960), Unemployment, Full Employment and India, Asia Publishing House, Bombay.
4. Datt, G. (1996), Bargaining Power Wages and Employment: An Analysis of Agricultural Labour Markets in India, Sage Publications, New Delhi.
5. Datt, Rudra (2005), Economic Reforms and Employment, BRW, New Delhi.
6. Deshpande and J C Jandesara (Ed.), Wage Policy and Wage Determination in India, Bombay University, 1970
7. Deshpande L.K., Brahmananda P.R. and E.A.G Robinson (eds), Employment Policy in a Developing Economy, vol.I & II, Macmillan, London, (1983).
8. Ghose, Ajit. K. (2003), Jobs and Incomes in Globalizing World, ILO, Geneva.
9. Hajela, P.D. (1998), Labour Restructuring in India: A Critique of the New Economic Policies, Common Wealth Publishers, New Delhi.
10. Kumar Anil, (2005), Labour Welfare and Social Security, BBW, New Delhi





## ELECTIVES – 3

(Credit – 4)

### POLITICAL ECONOMY

**Objectives:** This course explores changes in the organization of production, labour market institutions and corporate structure. It goes on to study the consequences of globalization, especially of financial flows, for the role of the state, economic performance, gender issues, environment, human welfare and development. This course explores the development of the structure and institutions of capitalist economies and their relationship to social and political forces. Students are expected to read some classic texts as well as more recent commentaries.

**Learning Outcomes:** Upon successful completion of this course, students will be able to:

1. Command an in-depth understanding of Economic systems and its achievements and failures.
2. Acquire a basic understanding of functioning of mixed economy, role of public sector and issues.
3. A critical understanding of the functioning of socialist economy and impact of New Economic Policy.
4. Analyze the success and failure of planning in India

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of each Units

Units No.	Content
1	<b>Introduction and Historical Overview</b> Different types of Economic systems and their broad features, Capitalism, Communism and Mixed Economy, Economic freedom under these three economies, Achievements and failures of capitalism, Transformation of capitalism into welfare State.
2	<b>Mixed Economies and their problems</b> Why mixed economy, Role of public sector, Deficiencies of public sector, coordination between public and private sectors, public sector in India and Radical change in Approach, Features of Sweden's Mixed Economy
3	<b>The Socialism and New Perspectives</b> Evolution and growth of Socialism, Marxian Socialism, Liberalization, privatization and globalization, Impact of LPG on Indian economy, inequality and exclusion. Gender in work, issues in environment and sustainability, Sustainable Development Goals and India's achievements, Role of state
4	<b>Economic Planning in India</b> Definition and meaning of planning, Characteristics of economic planning, Role of planning in developed and developing countries, Types of planning, Types of planning on the basis of economic system, time element, region and finance or real output, broad features of India's socialist pattern, Gandhian economics, Economic philosophy of Sarvodaya and its limitations, Role of NITI Aayog

#### Books for References:

1. Fran Tonkiss, Contemporary Economic Sociology: Globalisation, Production, Inequality, Routledge India 2008



2. G. Gereffi, J. Humphrey and T. Sturgeon, 2005, —The Governance of Global Value Chains Review of International Political Economy, Volume 12
3. Andrew Glyn, —Challenges to Capital, In Capitalism Unleashed: Finance, Globalization and Welfare, Oxford: Oxford University Press, (Ch. One, pp. 1-24), 2006.
4. Gary Dymksy, 2005, —Financial Globalization, Social Exclusion and Financial Crisis, International Review of Applied Economics, Vol. 19
5. E. Stockhammer, —Financialization and the Global Economy, in G. Epstein and M.H. Wolfson (ed.) The Political Economy of Financial Crises, Oxford University Press, 2010.
6. J. Gurley, "The Materialist Conception of History", in R. Edwards, M. Reich and T. Weisskopf (ed.), The Capitalist System, 2nd edition, 1978.
7. O. Lange, Political Economy, vol. 1, 1963,.
8. R.L. Heilbroner, "Capitalism", in The New Palgrave Dictionary of Modern Economics, Macmillan, 1987.
9. P. Sweezy, The Theory of Capitalist Development, Monthly Review Press, 1942,
10. Anwar Shaikh, Entries on "Economic Crises" and "Falling Rate of Profit" in T. Bottomore et al (eds.), The Dictionary of Marxist Thought, OUP, Indian edition, Maya Blackwell, 2000.
11. J. Schumpeter, Capitalism, Socialism and Democracy, George Allen and Unwin 1976,
12. P. Baran (1957), The Political Economy of Growth, Pelican edition, 1973.
13. Amit Bhaduri, —Nationalism and Economic Policy In the Era of Globalization, Deepak Nayyar (ed), Governing Globalization: Issues and Institutions, OUP, 2002



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

RTM Nagpur University, Nagpur  
M.A (Part-II) Third Semester Examination  
Post Graduate Syllabus in Economics  
(Under Choice Based Credit System/CBCS -NEP)

## CORE SUBJECTS

### I. ECONOMICS OF DEVELOPMENT AND GROWTH – I

#### Objectives of the course: -

The course will introduce students with exciting and challenging branch of economics in fast moving, global economic order, there is a persistent demand to synchronize the approaches, theories and development issues for a better understanding of the problems of developing economies by students.

There is a need for synchronization that necessitates considerable restructuring and continuous adoption in tune with the specific socio-economic setting of these countries by students.

The program will empower the students to understand the nature of development which will be more sustainable and equitable. The modules incorporated here are intended to serve the purpose.

#### Learning Objectives of the course: -

1. To equip the students with theoretical and empirical material for increasing their capability to understand the basic problems faced by developing societies.
2. To develop conceptual clarity on various aspects of development with in student community.
3. To enable students to identify the strategic factors in development of less developed countries (LDC's)
4. To make students capable to evolve new strategies for achieving sustainable development and inclusive growth.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Economic Development An Overviews</b> Economic Growth and Development meaning and indicator factors determining the economic Growth and Development- Characteristics of developing and developed countries- Vicious Circle of poverty, Poverty and underdevelopment. Measurement of Economic Development – Conventional measurement, HDI, GDI, MPI and PQLI, Basic needs approach, Hunger Entitlement and capabilities Human Development and Economic Development – Development Gap – Convergence pf Development levels
2	<b>Theories Of Economic Growth</b> Basic features of modern economic Growth, Growth models Harrod Domar Model, Solow-Model, Meade's Model, Golden Rule of accumulation, Kaldors Model, Kuznets hypothesis about economic growth and income distribution, Theories of balanced and unbalanced economic growth, Theories of Social and technological dualism



3	<b>Theories of Economic Development</b> Classical theories of Economic Development Schumpeter's theory of Development, Marxian theory of Economic Development. Neo classical theory of counter revolution, Dualism, Centre-periphery model, Gunnar Myrdals theory of Economic development.
4	<b>Problems and Policies</b> Population and Human Capital in Economic Development Population and growth trends, Population and economic development, Human capital formation, Technological change and development, Choice of technique, Environmental and development Environmental degradation, Externalities and market failures

**Books for References:**

- 1) Debraj Ray (1998) – Development Economics- Princeton University Press.
- 2) Michael P Tudaro (2017) Economic Development – Pearson Education
- 3) Misra and Puri – Growth and development- Himilaya Publication (2007) Mumbai.
- 4) Foster, Greer and Thorbecke- Poverty Measures- Institute of International Economic Policy- Suite
- 5) Gunnar Myradol – Economic theory of Underdeveloped region – (1957) London Duckworth.
- 6) Enclyopedia Britanika- Development theory, the neoclassical theory of counter revolution.
- 7) Dov cherimichovsky and Linda Zangil- Micro Economic Theory of Howeholds- World Bank Documents.
- 8) Jean Marie Baland- Natural Resources and Economic Growth – Oxford Adademic Pub.

*[Handwritten signatures and initials in blue ink]*

**2. INTERNATIONAL TRADE : THEORY AND POLICY****Objectives of the course:**

After completion of this syllabus the students will be able to demonstrate mastery of International economic theory and empirical techniques that make up the body of knowledge as embodied in professional practice and communication.

Further they will be able to articulate economic arguments using classical and contemporary economic literature on aspects of international trade. Moreover, they can acknowledge and describe the influences of social and political institutions on international trade of a country as well as influences on individual citizens.

It will enable students to successfully pursue careers in Government agencies, the corporate and financial sectors in the international trade of India. It also enable them to development organization, the media and also for further academic research in the field of international trade.

**Learning Objectives of the course:**

1. To provide a deep understanding about the broad principles and theories which tend to govern the free flow of trade in goods, services and capital – both short term and long-term at global level.
2. To prepare the students about the relevance and limitations of the principles, studied in different modules of this syllabus.
3. To enable the students to examine the impact of trade policies followed both at national and international level.

**Content of Syllabus**

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Nature And Theories of International Trade</b> Meaning features and importance of International Trade; International and interregional Trade, Comparative cost theory of International Trade, Opportunity cost and reciprocal demand theory of international trade, Heckscher- Ohlin theorem, Leontiff paradox, Factor- Price equalization theory- Dynamic factors i.e. change in testes, technology and factors endowment.
2	<b>Recent Advances In Theories of International Trade</b> Rybezynski theorem, Karvis theory of availability, Linder's theory, Posner's technology Gap theory, Vernon's Product Cycle theory, Gravity model of International Trade, Krugman's theory of Economic Geography, Kenen's and Emmanuel theory of International Trade.
3	<b>Balance Of Payments And Foreign Exchange System</b> Balance of payments, concepts and components, Balance of trade and balance of payments, Disequilibrium in balance of payment, causes, effects and adjustment mechanism of balance of payments, Foreign Exchange rate determination – Traditional



	and modern theories, Fixed and flexible exchange rates, Merits and demerits, Exchange control – objective and methods of exchange control, Customs Union – theories of Custom unions
4	<b>International Trade and Economic Growth</b> Effect of growth on trade, Effect of growth on technical progress, Terms of trade, factors affecting terms of trade, Effects of terms of trade, Tariffs – Meaning, types and effects, Non-tariff barriers and trade Restrictions and economic development.

**Books for References:**

- 1) Krugman and Obsfield – International Economics- theory and Policy ( 2000) fifth edition – Pub- Addison Wesley –
- 2) Carbaugh R. J. (1994) International Economics (11<sup>th</sup> Edition) Pub – Thomson South Western, New Delhi.
- 3) Jhingan M.L. – International Trade and Finance – 2014 – Virnda Publication, New Delhi.
- 4) Mithani D.M. – International Economics, Himalaya Publishing House Nagpur
- 5) Salvatore D. (2002) International Economics, John Wiley and sons, Singapore.

*[Handwritten signatures and initials]*



## ELECTIVE COURSE SUBJECTS - I

### I. RESEARCH METHODS IN ECONOMICS

#### Objectives of the course: -

This course aims at providing the foundation for research methodology. The course is designed to impart basic skills of research and its methodologies. Identify appropriate research topics, review of literature, research gap. Select and define appropriate research problem and parameters. This course also imparts data collection methods, data processing, analysis and interpretation of results. Prepare a project proposal. (To undertake a project) Organize and conduct research (advanced project) in a more appropriate manner. Write a research report and thesis. Prepare a research proposal. (Grants)

#### Learning Objectives of the course: -

Upon successful completion of this course, students will be able:

1. To help students to develop a thorough understanding of the fundamental theoretical ideas about the research.
2. To help students develop a thorough understanding of the issues involved in research designs and data collection.
3. To help students to understand the importance of sampling methods and analysis of data.
4. To train students in learning how to test hypothesis using computer applications and acquire skills for writing research reports.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Introduction of Research Methodology</b> Research methodology -meaning, objectives, nature scope and types of research - social- Fundamental, Applied and Action research. Social survey- meaning characteristics scope objectives of social survey, steps and types of social research. planning of social survey, merits and demerits of survey. Review of Literature – Meaning, purpose, Style of writing the literature reviews, Citation. Hypothesis -meaning characteristics of good hypothesis, types, importance and limitations. Research design- meaning objectives and types- Applied, Analytical, Exploratory, Descriptive, Diagnostic, Experimental and Case study.
2	<b>Data Collection methods</b> Data collection - Primary and Secondary, Sources of primary data - Observation Questionnaire, Schedule, Interview. Merits and demerits of primary data. Sources of secondary data- personal documentary- letters, diary, life history, public documentary sources- published documents, unpublished, documents, Merits and demerits of secondary sources. Merits and demerits of Observation, Schedule, personal interview, mail survey method



3	<b>Sampling and Data Processing</b> Meaning of sampling, characteristics of good sampling, merits and demerits of sampling, types of sampling – probability and non-probability, sampling process, problems of sampling. Determination of Sample Size. Measurement concept in research, Criterion for good research – Reliability, Validity and Practicality. Data Preparation and preliminary analysis - introduction, validating and editing, coding, data entry, data cleaning and data mining, tabulation.
4	<b>Hypothesis Testing and Report Writing</b> Use of statistical techniques for data analysis in research, Mean, Mode, Median, Mean deviation, Standard deviation Correlation and association. Testing of hypothesis-parametric and non-parametric test. Computer Application, result interpretation, Report writing -objectives, types, content of report, characteristics of good report. Research ethics.

**Books for References:**

1. Wilkinson and Bhandarkar -Methodology and Techniques of Social research –Pauline, Young-Scientific Social Surveys and Research.
2. Kothari R.C. Research Methodology, Methods and Techniques, New Age International Publishers, Ind revised edition, reprint 2008.
3. Mahore R. Y. , Research Methodology, Thakur Publishers, Pune.
4. Business Research Methods – Donald Cooper & Pamela Schindler, TMGH, 9th edition
5. Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.



**ELECTIVE COURSE SUBJECTS - II****I. ECONOMICS OF MONEY & BANKING****Objectives of the course:**

This course aims at providing the basic concept and role of money in economic development. This course will help students to know about the value determination of money. This course also imparts the functioning of the central and commercial banks with their role in economic development.

**Learning Objectives of the course:**

After completion of this course, students will be able to:

1. Understand nature, function and significance of the money
2. Understand the determination of the value of the money and functioning of the money market.
3. Understand the role and function of commercial banks and its importance in the economic development.
4. Understand the functioning and impact of the monetary policy in the development of a county.

**Content of Syllabus**

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Nature and significance of money,</b> Origin and development of money, definition of money, classification of money, merits and demerits of standard and token coins, functions of money, Monetary standard – metallic and paper standard. Domestic and international gold standards, their merits and demerits, causes of breakdown of gold standard, methods of note issue, Paper currency standard, note issue, characteristics of a good currency system. Significance of money. Digital Rupee.
2	<b>Determination of value of Money</b> The commodity theory, the quantity theory and Cambridge approach, critical evaluation of Cambridge equation, real balance approach, the Chicago school and the Keynesian theory. Money market, constituents of Indian Money Market. The London and New York Money Market
3	<b>The Commercial Banks</b> History of commercial banks, definition, principles and functions of commercial banks, credit creation of commercial banks, limits to the powers of commercial banks to create credit. Unit banking and branch banking, Chain banking and group banking, Nationalization of commercial banks, Priority sector financing, Role of commercial banks in economic development, challenges and trends in banking, non-performing assets and their classification.
4	<b>The Central Bank</b> Introduction and need for a central bank, definition and principles of central banking. Functions of central banks, credit control, monetary policy, objectives, monetary policy during depression and inflation, demonetization, objectives, merits and demerits. Evaluation of the role of monetary policy. Recent changes in monetary policy, money supply- concepts, components and determinants.

**Books for References:**

1. Bhole L M, Financial Institutions & Markets, Tata McGraw, New Delhi.



2. Mithani D. M., Money Banking, International Trade & Public Finance, Himalaya Publishing House, New Delhi, 2022.
3. Khan M.Y., Indian Financial System, Tata McGraw Hill, New Delhi.
4. Pathak Bharti, 2009, Indian Financial System, Pearson Education Publication, New Delhi
5. Shrivastava P.K., Banking Theory and Practice, Himalaya Publishing House, New Delhi, 2009.
6. RBI Bulletin and various RBI Report.
7. E. Gordon & K. Natrajan, Banking Theory, Law and Practice, Himalaya Publishing House, New Delhi.
8. Basava K.D., Money, banking and international trade, Vidyavahini Prakashan
9. Seth M.L., Money, Banking, International Trade Public Finance, Lakshmi Narayan Agrawal, Agra.

*[Handwritten signatures and initials in blue ink]*



## 2. FINANCIAL ECONOMETRICS

### Objectives of the course:

This course aims at providing the foundation for financial econometrics. The course is designed to impart basic tools of modern time series analysis. This course will also impart the various techniques of time series analysis and forecasting.

### Learning Objectives of the course:

At the end of the course, students should be able to:

1. Understand the basics of financial econometrics and time series analysis
2. Interpret functional forms of regression model with time series data.
3. Understand linear time series models and ARIMA models
4. Understand multivariate time series analysis, forecasting and ARCH Model

### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Introduction</b> – Financial Econometrics, returns in financial modelling, econometric packages for modelling financial data. Brief overview of classical linear regression model <b>Classical time series analysis</b> – utility of time series analysis – components of time series data – measurement of trend, seasonality and cycles – moving averages and smoothing techniques to time series analysis - classical time Series decomposition models – additive and multiplicative models – forecasting using smoothing techniques and time series decomposition methods – applications in finance.
2	<b>Tools of modern time series analysis</b> – stochastic and stationary process – tests of stationary – trend vs difference stationary process – Dickey-Fuller and augmented Dickey-Fuller tests – spurious regression and co-integration of time series – Engle-Granger test – CRDW test – error correction mechanism.
3	<b>Univariate time series analysis and forecasting</b> – linear time series analysis – autocorrelation function and partial auto-correlation function – auto-regressive (AR) models, moving average (MA) models, Box-Jenkins (BJ) ARMA and ARIMA models – identification – estimation and forecasting with ARIMA models – economic applications.
4	<b>Multivariate time series analysis and forecasting</b> – vector autoregressive (VAR) models – advantages and problems – estimation and forecasting with VAR – impulse response function – Johansen Co-integration test on VAR – Granger causality test – applications in finance. <b>Modelling volatility and auto-correlation in time series</b> – motivation and test for non-linearity – historical and implied volatility – auto-regressive conditional heteroscedasticity (ARCH) model – generalized ARCH model – applications in finance.

### Books for References:

1. D.N. Gujarati and Sangeetha: Basic Econometrics, Tata McGraw-Hill.
2. Chris Brooks: Introductory Econometrics for Finance, Cambridge University Press.
3. T.M.J.A. Cooray: Applied Time Series – Analysis and Forecasting, Narosa Publications.



## 2. INDIAN PUBLIC FINANCE

### Objectives of the course:

It will make the students aware of emerging trends in public expenditure and public revenue of the three tier government in India i.e. Union government, State Government and Local Government.

The students will be knowing the various criteria for making public investments and evaluation of them. Moreover, it will familiarize the students with various processes involved in preparation and execution of the Budget by Government at various levels in India.

The students will be knowledgeable about trends and problems of public debts in India. They will be able to analyze the effects of public borrowing at internal and external level in India.

The study of this course will make the students to know the economics of Public Enterprises in India shall also be aware about current concepts like Public Private Participation (PPP) and the evaluation of working of PPP.

It will enable the students to have thorough understanding of the key issues that centres around Federal Fiscal relations in India and will impart an advanced level of knowledge about emerging trends in Local Self-Government Institutions in the backdrops of Liberalization, Privatization and Globalization (LPG) Process working in India.

### Learning Objectives of the course:

The Course will be imparted to the students with the following objectives –

1. To acquaint the students with the recent development public expenditure and revenue.
2. To familiarize the students with Budgeting process and to analyse the consequences of the budget proposals.
3. To give knowledge to the students about the effects of internal and external debts of Government.
4. To make students to understand economic effects of public enterprises and public Private Partnership.
5. To aware students about the Financial Federalism given under Indian Constitutions.

### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>PUBLIC FINANCE IN INDIA</b> Concept of Public Finance, difference between Public Finance and Private finance. Theoretical explanation of the growth of public sector, public goods and externalities. Structure and Growth of public expenditure of Centre and States in India- Absolute Growth and growth in relations to GNP – Classification of public expenditure – Causes and effects of public expenditure in India. Classification and sources of public revenue – relative share of each source- Tax reforms in India –Recent trends in Direct taxes – VAT and GST
2	<b>BUDGETING AND PUBLIC DEBTS IN INDIA</b> Types of budgets – concepts of Planning Programming And Budgeting System (PPBS) – Zero Base Budget (ZBB)-Gender budgeting- Target Based Budgeting – Process of Budgeting in India- stages of preparation, presentation and execution of budget– FRBM Act 2003, Theoretical aspects of public debts – Classical, Keynesian and modern theories of burden of public debts- Reasons for increasing public debt in India– Burden of Internal and External Public



	debts in India, Redemption of Public debts of Centre and States in India – Management of Public Debts in India- Principles of public Debt management
3	<b>Public Enterprises and Public Utilities in India</b> Concept of PE Objectives and characteristics of Public Enterprises, – Role of Public Sector Undertakings (PSUs) – Pricing policies – Peak Load Pricing, Administered Price Mechanism (APM) – Problems of public enterprises, Public utilities major fields of PU, Theories of Public utilities pricing Changing perspectives towards (PSU- Disinvestment of PSU – Public Private Partnership (PPP) Policy- Privatization in India
4	<b>Federal Finance in India</b> What is Federal? Finance problems and Principles of Federal Finance – Indian constitutional Provisions for Federal Finance- Pattern, Functions and Grant Designs under Indian Fiscal Federation – Major issues of federal financing, Fiscal imbalances, - Vertical and Horizontal Efficiency vs. Equity Considerations- Finance Commission – recent trends in criteria of devolution – Problems of Central loans and grants to States in India, Suggestions for improvements in federal finance in India, Functions of local bodies NITI Aayog – Local Finance –Finances of local bodies, financial problems of local bodies

**Books for References:**

- 1) Ahluwalia and IMD Little – Indians Economic Reforms and Development (1998) – Oxford University press (OUP) New Delhi.
- 2) Amaresh Bagachi – Reading in Public Finance – Oxford University Press (OUP) New Delhi.
- 3) Anuradha Barua – Public Expenditure Design making – Indian experience – SAGE publications, New Delhi
- 4) Economic Survey – Various years, Govt. of India.
- 5) Challia R. J. – Growth of Indian Public Debt (1992) – The Indian Economy Problems
- 6) Govt of India – Report on Disinvestment by the disinvestment
- 7) Govinda Rao – Political Economy of Federation in India. – Oxford India paparbade – New Delhi.
- 8) O. P. Bhatt – Perception towards PSU – Economic Times, Bureau
- 9) Ramkrishna Nallathiga – Tiebout's Theory – Pub. Research Gate.

*[Handwritten signatures and initials]*



## ELECTIVE COURSE - III

### 1. Skill Based Programme

#### Skill Based Programmes at Post-Graduate for M.A Economics for THIRD Semester

(For 2 Credit)

Course Name: 1. Human Development  
2. Welfare Economics

(Choose any one of the above 1 or 2)

Credit: 2 (Two)

**Objectives:** The main objective of this course are –

Along with Master Degree program skill-based programs are cognitive and professional skills which will be acquired by the students.

The Skill Enhancement Courses (SEC) are designed to provide value based and/or skill-based knowledge.

The career opportunities that are offered by skills of economics are hugely valuable for public, private and non-profit sector. The program expect to train professionals who will bring their abilities in students, with commitments in development sector.

**Programme Outcomes:**

- 1) It will help students academic and career goals.
- 2) It will help to recognize professional attitudes develop by students.
- 3) It will prepare the students to face interviews for seeking employment.
- 4) Students will become more independent learners and critical thinkers.
- 5) Learners will be more self-directed, self-reliant and proactive.

### 1. HUMAN DEVELOPMENT

Units	Topic	Contact Hours		
		Lectures	Tutorials	Practical's
1	<b>Nature and Measurement Of Human Development</b> Components of human Development – Usefulness of Human Resource Development – Human Development related to, economic Development, Gender Development and Human Rights. Human Development Index, Poverty Index, Limitations of Human Development Measure.	5	-	-
2	<b>Human Developments In India</b> Status of human development in India and Inter-state comparison. Human Development and Backward Classes- Human Development Expenditure in India- Human Development and Economic Well-being, Millennium Development Goals for human development.	5	-	-

*[Handwritten signatures and initials]*



**Books for References:**

- 1) National Human Development Report, Government of India.
- 2) UNDP- Human Development Reports, Annual Reports.
- 3) Dutta – Ruddra (2022) – Human Development and Economic Development – Deep and Deep Pub., New Delhi.

## 2. WELFARE ECONOMICS

Units	Topic	Contact Hours		
		Lectures	Tutorials	Practical's
1	<b>Basic Concepts of Welfare Economics</b> Nature of Welfare economics- Marshallian and Pigovian Welfare Economics, Optimum Resource allocation and Welfare Maximization. Pareto Optimality – Optimum conditions of consumption, production and exchange, Compensation Criteria – Contribution of Barone, Kaldar, Hicks and Scitovsky's double Criteria.	5	-	-
2	<b>Recent Development In Theory of Welfare</b> Concept of community indifference map- Value judgment and welfare economics, Bergson's social welfare function, Arrows impossibility theorem – Problem of Public goods, Externalities of Production and Consumption, Divergence between private costs and social costs and their welfare effects.	5	-	-

**Books for References:**

- 1) Baumol W.J. – Welfare economics and theory of state, Longman, London.
- 2) Hlae Myint – Theories of Welfare Economics.
- 3) Fieldman A. M. – Welfare Economics and social choice theory- Pub- Martinus Nijhot – Boston.
- 4) Nicolas B- Economic Theory and welfare state- Edward Elgar Publishing U.K.
- 5) Arrow K.J. – Social choice and Individual Values- Yale University Press, New haven.
- 6) Quirt J and Sapasrik- Introduction to General equilibrium theory and Welfare Economics.

*[Handwritten signatures and initials]*



## 2. PROJECT

### Procedure for the Project (M.A Economics 3<sup>rd</sup> Semester)

Guidelines for the students' projects:

1. Students shall be required to undertake a research-based project. The project topics would be related to the course studied by the student in the previous semester.
2. The topics/title of the project would be decided mutually by the guiding /supervising teacher and the Head of Department. The suggestions of the supervising/guiding teacher should be taken into account.
2. Student should select the topic for their project work. The teacher should guide the students regarding the contents to be incorporated in the chapter. The teacher should also conduct the vive-voce to be based on the selection of topic, contents in the chapter and students' understanding of the topic they have selected.
4. The project report/dissertation must be written in different chapters as per the suggested framework by the guiding/supervising teacher.
5. The project report/dissertation should be written in at least 40 pages and must be submitted before the end of the Fourth Semester Examination.





RTM Nagpur University, Nagpur  
M.A (Part-II) Fourth Semester Examination

Post Graduate Syllabus in Economics

(Under Choice Based Credit System/CBCS)

Core Subjects

## 1. Economics of Development & Growth - II

### Learning Objectives:

The learning objectives of this course are to introduce students to the domestic and international measures of economic development, problem of poverty and inequality and critical evaluation of economic planning with Indian perspective. Also, to develop analytical and critical thinking skills and use it to judge the appropriateness of policy options. Develops research skills including: data collection; interpretation by way of analytical commentary; demonstrated ability to support analysis through empirical evidence and draw critical conclusions and develop presentation skills.

### Learning Outcomes:

Upon completion of this course, students should be able to:

1. Acquire a basic understanding of the concepts, issues and domestic & international measures of economic development.
2. Acquire skills and technique to measure economic development
3. Apply an analytical framework to understand the problems of Urbanization and Migration.
4. Acquire skills in conducting research related to international aspects of development through IMF, WTO and Foreign Investment.

### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Measures for Economic Development</b> Capital formation and Economic Development Role of Agriculture and Industry in economic Development Human Capital formation and economic Development Institutional Structure and economic Development, Deficit Finance and Eco Development Poverty and income inequality in developing countries, Problem of Unemployment.
2	<b>Important Aspects of Economic Development</b> Entrepreneurship and Economic Development, Role of State and Economic Development Foreign Trade and Foreign Capital and Economic Development, Commercial policy and Economic Development Foreign Direct Investment and Economic Development, Role of Multinationals and Economic Development, Sustainable Development Goals (SDGs)



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

3	<b>Urbanization and Development</b> Causes and effects of Urbanization, Harris-Todaro Model of Rural- Urban Migration, Migration and development, Policies for urban informal sector, women in the informal sector, The microfinance revolution, rural- urban in equality in development.
4	<b>International Aspect of Development</b> Foreign portfolio investment and developing countries, Role of IMF and IBRD – agriculture and WTO. Impact of WTO on Indian Economy, TRIPS and TRIMS. Nature of Private foreign Investment, their merits and demerits.

#### Books for References:

1. Todaro, Michael P. and Stephen C. Smith, Economic Development, 8e. Delhi: Pearson Education, 2003.
2. Misra, S. K. and Puri, Growth and Development, Mumbai: Himalaya Publishers, 2005.
3. Thirlwall, A.P. Growth and Development 8e. New York: Palgrave MacMillan, 2005.
4. Meier, Gerald M. and James E. Rauch, Leading issues in Economic Development, 8e. New Delhi: Oxford University Press.
5. Jhingan M.L. (2015) The Economics of Development and Planning. Vrinda Publication (P) Ltd, New Delhi



## 2. International Trade & Investment

### Learning Objectives:

The course provides insights into theoretical structure as well as trade policies related international economics. The main objective of the course is to develop conceptual framework about various restrictions and its impact. The course will also impart the knowledge about the economic integration and various international organizations. This will also help to understand balance of payment and determination of the exchange rate. To know the importance of the foreign capital.

### Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Need and importance of trade restriction. Optimum rate of the restrictions.
2. Different economic integrations and regional trading arrangements.
3. Role of foreign trade in economic development and Composition and Direction of India's foreign trade.
4. Importance of the foreign capital to any country and will be able to take the decision about the foreign investments.

### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Trade Restrictions:</b> Free Trade vs. protection. Tariffs: Classification, and effects of tariff- The Partial Equilibrium & General Equilibrium Analysis of a Tariff. The Optimum Tariff. The Stolper Samuelson Theorem on effect of tariff. Non-Tariff Trade Barriers: import quotas, voluntary export restraints, exchange control, subsidies and countervailing measures and commodity agreements. State Trading; International Cartels; Dumping.
2	<b>Economic Integration</b> Economic Integration: meaning and types. Static and Dynamic effects of a customs union and free trade areas, Regional Trading Arrangements – SAFTA, NAFTA, EFTA, ASEAN, European Union. Recent Development in Economic Integration
3	<b>India's Foreign Trade</b> Value of Exports and Imports, Composition of Exports and Imports, Export Promotion Policy, Recent Export- Import Policy, Direction of Foreign Trade
4	<b>Important Aspects of Foreign Trade</b> International Debt Problem, Measures to solve debt Crisis, G-20 and India, BRICS and India, Foreign Direct Investment, Multinational Corporations, Bilateral, Multilateral, Free and Preferential Trade Agreements.

### Books for References:

1. Jhingan M.L., International Trade & Finance, 2014, Vrinda Publication, New Delhi.
2. Cherunilum Francis (2008), International Economics, Tata McGraw Hill.
3. Mithani D.M., International Economics, Himalaya Publishing house, Nagpur.
4. Salvatore Dominick (2002), International Economics, (Latest edition), John Wiley and Sons, Singapore
5. Feenstra Robert C. (2004), International Trade: Theory and Evidence, Princeton, University Press, Princeton.



## I. Elective Course Subjects

### I. Rural Development & Management

#### Learning Objectives:

The specific objectives of rural development subject are: Study about raising the standard of living of people in rural areas, Study about alleviating poverty in rural areas and improving the quality of life of the people, Study about development of both farming and non-farming activities so as to generate gainful employment, Study about changing the attitudes of the rural people towards transformation of village community. Study about provision of social infrastructure such as drinking water, health-care, education, sanitation, housing, road, electrification, etc., and Study about maximum utilization of local resources without adversely affecting the environment.

#### Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. On successful completion of the course, the student will be able to -
2. Gain insight into the socio-economic structure of rural India.
3. Understand the prospects and problems of rural development in India.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Nature and Scope of Rural Development</b> Rural Development; Concept, Objectives, Indicators, Importance, & Challenges of Rural Development Rural-Urban Development- Linkages, Disparity and Relationship, Characteristics of the Rural Sector Role of Agricultural Technology, Allied Sector Role of Non-Agricultural sub-sector- Nature of changes since Independence- Challenges & opportunities. Rural Infrastructure: need, status and development. Approaches to development: Gandhian and PURA. Rural Administrative Machinery- 73rd Constitutional Amendment
2	<b>Problem of Rural Development</b> Rural Poverty- Concept, Measurement, Regional Pattern, Causes and remedial measures; Rural Unemployment- Concept, Measurement and Types. Regional Pattern and Causes of Unemployment, rural labour problem, Rural Migration- causes and implications Small-scale & Cottage Industries - Progress and Problems and Remedial Measures. Problem of Inequality in rural India, Magnitude, causes & remedial measures
3	<b>Financing Rural Development:</b> Rural Indebtedness – Problems, effects/ remedies & present situation Rural Financial structure - Role of Co-operatives, Commercial Banks and non-institutional sources of credit, RRBs-Working of RRBs and its role in Rural Development NABARD, Land Development Bank, State Co-operative Banks, SHGs. Microfinance institutions in India, Kisan Credit Cards



4	<b>Rural Development Strategies and Programmes</b> Diversification of Agriculture-Dairy Farming, Fishery, and Farm Forestry Rural Industrialization- Importance, Programmes, Technological change Review of Poverty Alleviation and Employment Generation Programmes in India, Wage Employment Programmes - IRDP- DWCRA- NREP- TRYSEM, MGNERGA, SJGRY 20-point programme & Rural Housing programmes, Community Development Programme National Programmes of Rural Development, Indira Awas Yojna Food & nutrition security & programme NGO - Concept, Objectives, Indicators, Importance and role
---	---

**Books for References:**

1. Desai, Vasant - Study of Rural Economics, Himalaya Publishing Company, New Delhi.
2. Kanak Kanti Bagchi – Employment and Poverty Alleviation Programmes in India – An Appraisal (2 vols) (Abhijeet Publications, New Delhi)
3. Mishra Puri – Indian Economy, Himalaya Publishing House, Mumbai.
4. Gupta P.K., –Agriculture Economics, Vrinda publication private limited, New Delhi
5. Desai, Vasant Fundamentals of Rural Development, New Delhi: Rawat Publications, 1991
6. Narwani, G.S. Training for Rural Development, New Delhi: Rawat Publications, 2002.
7. Dr. Sundaram, I. Satya. Rural Development. Mumbai: Himalaya Publishing House, 2002.
8. Datt, Sundaram - Indian Economy, S. Chand and Company, New Delhi.



## 2. Political Economy

### Learning Objectives:

This course explores changes in the organisation of production, labour market institutions and corporate structure. It goes on to study the consequences of globalization, especially of financial flows, for the role of the state, economic performance, gender issues, environment, human welfare and development. This course explores the development of the structure and institutions of capitalist economies and their relationship to social and political forces. Students are expected to read some classic texts as well as more recent commentaries.

### Learning Outcomes:

1. To understand the use of political economy as one of the ways of knowing the idea of the global.
2. To help students comprehend the importance of space time compression that is crucial to understanding globality.
3. To help students communicate effectively, through speaking and writing, about ideas and concepts relating to political economy so as to establish the global interconnectedness between historical events and the contemporary world

### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Introduction and Historical Overview</b> Different types of Economic systems and their broad features, Capitalism, Communism and Mixed Economy, Economic freedom under these three economies. Achievements and failures of capitalism, Transformation of capitalism into welfare State.
2	<b>Mixed Economies and their problems</b> Why mixed economy, Role of public sector, Deficiencies of public sector, co-ordination between public and private sectors, public sector in India and Radical change in Approach, Features of Sweden's Mixed Economy,
3	<b>The Socialism and New Perspectives</b> Evolution and growth of Socialism, Marxian Socialism, Liberalisation, Privatisation and Globalisation, Impact of LPG on Indian economy, inequality and exclusion. Gender in work, issues in environment and sustainability, Sustainable Development Goals and India's achievements, Role of state.
4	<b>Economic Planning in India</b> Definition and meaning of planning, Characteristics of economic planning, Role of planning in developed and developing countries, Types of planning, Types of planning on the basis of economic system, time element, region and finance or real output, broad features of India's socialist pattern, Gandhian economics, Economic philosophy of Sarvodaya and its limitations, Role of NITI Aayog.



## Books for References:

1. Fran Tonkiss, *Contemporary Economic Sociology: Globalisation, Production, Inequality*, Routledge India 2008
2. G. Geroffi, J. Humphrey and T. Sturgeon, 2005, —The Governance of Global Value Chains Review of International Political Economy, Volume 12
3. Andrew Glyn, —Challenges to Capital, in *Capitalism Unleashed: Finance, Globalization and Welfare*, Oxford: Oxford University Press, (Ch. One, pp. 1-24), 2006.
4. Gary Dymksy, 2005, —Financial Globalization, Social Exclusion and Financial Crisis, *International Review of Applied Economics*, Vol. 19
5. E. Stockhammer, —Financialization and the Global Economy, in G. Epstein and M.H. Wolfson (ed.) *The Political Economy of Financial Crises*, Oxford University Press, 2010.
6. J. Gurley, "The Materialist Conception of History", in R. Edwards, M. Reich and T. Weisskopf (ed.), *The Capitalist System*, 2nd edition, 1978.
7. O. Lange, *Political Economy*, vol. 1, 1963.
8. R.L. Heilbroner, "Capitalism", in *The New Palgrave Dictionary of Modern Economics*, Macmillan, 1987.
9. P. Sweezy, *The Theory of Capitalist Development*, Monthly Review Press, 1942,
10. Anwar Shaikh, Entries on "Economic Crises" and "Falling Rate of Profit" in T. Bottomore et al (eds.), *The Dictionary of Marxist Thought*, OUP, Indian edition, Maya Blackwell, 2000.
11. J. Schumpeter, *Capitalism, Socialism and Democracy*, George Allen and Unwin 1976,
12. P. Baran (1957), *The Political Economy of Growth*, Pelican edition, 1973.
13. Amit Bhaduri, —Nationalism and Economic Policy in the Era of Globalization, Deepak Nayyar (ed), *Governing Globalization: Issues and Institutions*, OUP, 2002



## II. Elective Course Subjects

### 1. Environmental Economics

#### Learning Objectives:

It examines the elements of environmental economics. Topics include the environmental problems of Industrial and Agricultural development, use of Natural resources and its sustainability. To provide simple yet rigorous frameworks to understand real environment problems facing by the world and individual countries. To understand policies being implemented by the government to improve the green and clean environment level. To understand the forces for and against the agglomeration of economic activities. To provides basic understanding about Mechanism for environment regulation and Environment protection laws in India. Also, to develop their analytical and critical thinking skills to judge the appropriateness of Sustainable development policy options.

To prepare students for more advanced studies in Environmental economics.

#### Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. On completion of the course students would be able to realize the importance and influence of environment on the economy including the quality of manpower. Arouse their feelings to make cleaner environment so as to achieve harmonious development.
2. Understand that environmental problem is not the problem of a single country or region but a global problem and issue.
3. Demonstrate the scientific management of waste materials; realize the role and importance of individuals to keep the environment clean.
4. Explain linkages between Economic development, Population and Environment, Poverty and the Environment.
5. Acquire quantitative skills by working with the mathematical models that show how to allocate environmental goods optimally.

#### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Elements of Environmental Economics</b> Meaning, Subject matter, Nature and Scope of Environmental Economics; Economic Development and the Environment, Population and Environmental Linkages. Economy, Ecology and Environmental Interaction- Ayrees Kneese's Material Balance Model. Leontief's Environmental extended Input-Output Model. Environmental Quality as public goods, Market Failure.
2	<b>Environmental Problems of Industrial and Agricultural Development:</b> Environmental Problems of Industrial development: Water Pollution, Air Pollution, Noise Pollution, Special Economic Zones and Environmental Issues, Green Marketing, Environmental Auditing.





	Environmental Problems of Agricultural development- Salinity, water logging, desertification of land, Excess use of water, fertilizers and pesticides, Approaches to Sustainable Agriculture Management.
3	<b>Economics of Natural Resource Management and Sustainable Development</b> Economics of Renewable Resources; Resource Scarcity as Limits to Growth; Pricing of Resources; Energy and Economic Development. Sustainable Development- Meaning, Rules of Sustainable Development- Indicators of sustainable development, Mechanism for environment regulation in India; Environmental laws and their Implementation-Policy instruments for controlling water and air pollution-Forestry policy.
4	<b>Environmental Problems and Environmental Policy in India:</b> Rural and Urban environmental problems – Population and the Environment, Poverty and the Environment, Housing and Slums and the Environment, Rural Sanitation Scheme, Trade and environment, issues of Climate Change, Environmental Policy in India- Environment protection laws in India. Central Pollution Control Board, State and Local Bodies and Environment protection.

#### Books for References:

1. Zingan M.L. and Sharma, Environmental Economics, Vrinda Publication, New Delhi
2. Ali, S. A. (1979), Resources for Future Economic Growth, Vikas Publishing House, New Delhi.
3. Baumol, W.J. and W.E. Oates (1988), The Theory of Environmental Policy (2nd edition), Cambridge University Press, Cambridge.
4. Bhattacharya, R.N. (Ed) (2001), Environmental Economics; An Indian Perspective, Oxford University Press, New Delhi.
5. Chopra, K. (1998), Valuation of Bio-diversity within Protected Areas: Alternative Approach and a case study, Institute of Economic Growth, Delhi.
6. Chopra, K., Kadekodi G.K. and M.N. Murthy: The Management of Common Property Resources, SAGE, New Delhi.
7. Garge, M. R. (Ed.) (1996), Environmental Pollution and Protection, Deep and Deep Publications, New Delhi.
8. Hanley, N., J.F. Shogern and B. White (1997), Environmental Economics in Theory and Practice, Macmillan.
9. Kolstad C.D.(1999), Environmental Economics, Oxford University Press, New Delhi.
10. Lodha, S. L. (Ed.) (1991), Economics of Environment, RBSA Publishers, Jaipur.
11. Markandeya, A. and M. N. Murty (2000), Cleaning up the Ganges: Cost-Benefit Analysis of Ganga Action Plan, Oxford University Press, New Delhi.
12. Mehta, S.S Mundle and U. Sankar: Controlling pollution: Incentives and Regulation, SAGE, New Delhi – 1995
13. Murthy, M.N, A. James and S. Misra: The Economics of Water pollution in India: Oxford University Press, New Delhi, 1995
14. Pearce, D.W. and R. Turner (1991), Economic of Natural Resource Use and Environment, John Hopkims University Press, Baltimore.
15. Rajlaxmi & Brinda (1994) Environomics, Allied Publishers Limited, Madras
16. Rathore, M. S. (Ed.) (1996), Environmental and Development, Rawat Publications Jaipur.
17. Sankar, U. (Ed), (2001, Environmental Economics, Oxford, University Press, New Delhi.
18. Singh, G. N. (Ed.) (1991), Environmental Economics, Mittal Publications, New Delhi
19. Singh, Katar and Anil Shishodia; Environmental Economics; Theory and Applications, Sage Publications, New Delhi, 2007.
20. Tripathy, S.M. and Sumakar Panda, Fundamentals of Environmental Studies, Vrinda Publications, Delhi.
21. World Bank: World Development Report, 1992: Environment and Development Oxford University Press, New Delhi



## 2. Economics of Health & Education

### Learning Objectives:

The course applies standard economic theories to understand how individuals make education choices and thinking in evaluating education policies. The paper explains the benefits of education and cost of education and its development in India. It studies the expenditure pattern of government and emergence of private sector in education. Health economics is the study of how scarce healthcare resources are allocated among competing interventions and among groups in society. An introduction to key concepts of health economics like the demand for and supply of health services, fundamentals of markets and the price mechanism with a focus on the healthcare market. An introduction to economic evaluation in healthcare, with an emphasis on identifying, measuring, valuing and analyzing health outcomes and costs.

### Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Interpret and appropriately apply the key concepts of economics within the context of the health system.
2. Debate the relative merits of equity considerations in setting priorities for a health system.
3. Understand the importance of human capital, difference between the private and social cost of education.
4. Understand methods used by economists to evaluate education policies.
5. Define the return to education and understand its empirical estimates.
6. Understand and evaluate the expenditure and link between education – poverty, income distribution and employment.

### Content of Syllabus

Allocation of Teaching Hours: 20 Hrs. of Each Module/Units

Module/Units No.	Content
1	<b>Demand for and Supply of Health</b> Health care- Definition, characteristic, holistic approach, benefits, types of treatments Nature of Demand for Supply of Health, Determinants of Demand & good health Pricing of HealthCare Services-Drugs, Hospitals; Cost of Health Care Services; Market Failure; components of healthcare systems National health policy, Planning & health committees Role of NGO's In Healthcare Systems
2	<b>Financing Health Care</b> Financing of health care and resource constraints, PHC- Health Status Indicators and measurement, A review of per capita private and public expenditure on health services. Economic Reforms and Health Sector. WHO- role & Need for a social health insurance for the poor, disabled and the aged. The role of development financing institutions in financing health services. Health insurance Policy in India-Insurance- definition, nature, characteristics, functions, types, importance, classification, advantages, Principles. Rural healthcare system in India
3	<b>Economics of Education</b> Education- Meaning, need, objective, Meaning of Economics of Education, Demand for Education-Private Demand and Social Demand; Determinants of Demand; Costs of Education-Expenditure on Education; Private Costs and Social Costs; Benefit of Education- Direct and Indirect Benefits; Private and Social Benefit; Cost-Benefit Analysis, Difference between Cost-Benefit and Cost-Effectiveness Analysis. rate of return to investment in education, Current scenario of education system



4	<p><b>Education and Economic Development in India</b> Objectives of Educational Planning; A Review of Educational Development in India – Primary, Secondary, Vocational, Higher, Technical and Adult Education; Educational Policy in India; Expenditure on Education and Improvement in Literacy in India; Educational Development Policy and Employment in India. Globalization and higher education, National Knowledge Commission Effects of educational financing on income distribution Effects of education, Ability and family background on earnings, Poverty and income distribution, Education and employment- Concept, Merit-Demerit Indian Knowledge System, challenges and advantages of National Education Policy 2020.</p>
---	--

#### Books for References:

1. Agarwal, Pawan, Higher Education in India: The need for Change.
2. Aggarwal and Aggarwal, Educational Planning in India, Vol.I, Delhi.
3. Banerjee D., Social Cultural and Foundations of Health Services Systems of India, Inquiry, Supplement to Vol. XII June.
4. Banerjee D., Poverty, Class and Health Culture in India Vol.I, Prachi Prakashan, New Delhi.
5. Baru, R.U., Private Health Care in India; Social Characteristics and Trends, Sage Publications, New Delhi.
6. Berman, P. and M.E Khan, Paying for Indian's Health Care, Sage Publications, New Delhi.
7. Berman, R. (Ed), Health Sector Reform in Developing Countries: Making Health Development Sustainable, Boston: Harvard Series on Population and International Health.
8. Das Gupta M., Chen, L. C. and Krishna, T. N, Health, Poverty and Development in India, Oxford University Press, Delhi.
9. Feldstein M.S., Economic Analysis of Health Service Efficiency, North Holland, Amsterdam.
10. Hanley, N., J.F. Shogren and B. White, Environmental Economics in Theory and Practice, Macmillan.
11. Kapur, Devesh and Mehta, Pratap Bhanu, Indian Higher Education Reform: From Half-Baked
12. Krishnakumar T. and Rao K.N., Financing of Health Services in India: Perspectives and Issues", Department of Economics, University of Hyderabad,
13. Mc Mohan, W.W., Education and Development; Measuring the Social Benefits, Oxford University Press, Oxford.
14. Murthy M.N., A. James ; and S.Misra, The Economics of water Pollution in India, Oxford University Press, new Delhi.
15. Padmanabhan, C.B., Financial Management in Education, Select Books, New Delhi.
16. Pancharukhi, P.R., Economics of Health: A Trend Report in ICSSR, A Survey of Research in Economics, Vol.VI, Infrastructure, Allied, Delhi.
17. Rao, V.K.R.V, Education and Human Resources Development, Allied Publishers Bombay.
18. Sengupta R.P, Ecology and Economics: An approach to Sustainable Development, Oxford University Press, New Delhi.
19. Sri Prakash, Cost of Education: Theoretical Exploration and Empirical Prognostication,
20. Tilak, J, B.G., The Economics of Inequality in Education, Sage Publishers, New Delhi
21. Tilak, J.B.G., Education for Development in Asia, Sage Publications, New Delhi.
22. Vaizey, J., Economics of Education, Faber and Faber, London.
23. Woodhall, M., Cost Benefit Analysis in Educational Planning, UNESCO, Paris.
24. World Bank, The Financing Health Services of Developing Countries: An Agenda for reform, World Bank Policy Study, Washington



## III. Elective Course

### 1. Project Work/Dissertation

Credit = 2

Period = 30 Hrs.

The objective of this paper would be to expose the student's pursuing MA in Economics to the real world outside and develop their writing and presentation skills. The students would be therefore required to do field work and submit a dissertation/project report.

#### General Guidelines for Project work:

Project work is an integral part of academic curriculum of the Department. It is an initiative to bridge the gap between knowledge and application through a series of interventions that will enable students to gain insights and exposure. The project work serves the twin purposes of providing critical economic and business insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one.

The MA students in the final semester would be required to do project work/dissertation. The project work is to be related to the specialization area chosen by the student. For example, a student who has chosen International Economics as specialization will have to do a project/field work related to International Economics and submit a dissertation. Dissertation would be based on the field work conducted by the student and would be evaluated by Internal Examiners appointed by the Department for marks of 75 (Seventy-five). Remaining 25 (Twenty-five) marks would be for Viva-Voce that will be conducted by the Department as per the rules and regulations of the University. 50% in the viva would be given to the field work done by the candidate and 50% on the project dissertation submitted.

Components of Project Evaluation	Marks
Internal Evaluation	25
Dissertation (External)	50
Viva-Voce (External)	25
<b>Total</b>	<b>100</b>

Project/Dissertation evaluation shall be conducted at the end of the programme. Project/Dissertation evaluation shall be conducted by one external examiner and one internal examiner. The components and mark division for internal and external assessment shall be decided by the respective Board of Studies.

The student may be allowed to choose his theme either in a concept area or in an application area. Live project may be encouraged to make student feel the problem, describe it & document in the language of research.

#### Objectives:

- To provide an opportunity for students to apply theoretical concepts in real life situations;
- To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks



**Tentative Framework:**

1. Selection of a Topic
2. Chapter -1: Conceptual Framework
3. Chapter – 2: Review of Literature and Methodology
  - Research Gap
  - Significance of the Study
  - Formulation of Research Questions /Issues
  - Research objectives
  - Data source (Primary/Secondary)
  - Coverage (Universe/ Sample & period of study)
  - Tools of analysis (Analytical Framework)
  - Relevance of the study
  - Limitations of the study
  - Chapter outlines
4. Chapter -3: Secondary data based
5. Chapter -4: Data analysis and Interpretation
6. Chapter -5: Conclusion Chapter
7. Bibliography
8. Appendice

**Length of the Project:**

1. Report length 40 to 60 pages excluding App2.
2. Alignment: Justify
3. Font: Times New roman
4. Font size: 12
5. Line spacing: 1.5



**General Instructions:**

As per the University BOS decision:

- 1 The project work must be guided by teachers with research experience.
- 2 The project work will be carried out in the fourth semester, but the guide allocation and topics will be finalized in the third semester
- 3 The topics assigned by the respective guides for the project work shall be approved by the department council in third semester.
- 4 The project work dissertation will be evaluated for 70 Marks and there will be viva for 30 Marks.
- 5 The Viva will be conducted by the concerned BOE in the presence of the guide.
- 6 Project may also include field work/internship. The modalities can be worked out by the concerned teacher with the approval of department council

**The Concerned Guides are requested to see that the**

1. The final project must pass through test of plagiarism/similarity test by an accepted software eg., Turnitin or Urkund or any other standard software.
2. The similarity index should not exceed 20%.
3. The text of the project work must have a certificate of originality by the Guide/Supervisor



## 2. Internship

Credit = 2

Period = 30 Hrs.

Curricular internship are learning activities that allow students to obtain credits contemplated in the course structure diagram of their degree programme, which also allow to acquire practical skills and make initial contact with the world of work.

The Internship selection process starts in the month of December. Selection is typically based on the written tests, student research papers, and personal interview. Students are required to submit a project report of their internship and present this report to a panel of faculty for evaluation.

Students are eligible for internships, which must be carried out as part of their degree programme. For this Course Internship is an optional learning activity. The optional internship must necessarily be added to the curriculum in the periods proposed for the selection of elective courses.

1. Postgraduate student can undergo an internship for a minimum period of five days (30 hours) at a Centre identified by the concerned department.
2. Each department shall identify a teacher in charge for internship.
3. The department shall select institutions for internship.
4. At the end of the stipulated period of internship each student shall produce an internship completion cum attendance certificate and an illustrated report of the training he/she has underwent, duly certified by the tutor and Head of the institution where the internship has been undertaken.
5. Students undergoing skill training programme shall submit a training completion cum attendance certificate and a report of the training he/she has underwent, duly certified by the trainer, teacher co-ordinator of the programme from the concerned department and the head of the department concerned.
6. Upon receipt of the internship completion cum attendance certificate completion cum attendance certificate and a report of the training, the teacher in charge of internship/skill training programme shall prepare a list of students who have completed the internship and a list of students who failed to complete the programme. Head of the department shall verify the lists and forward the lists to the office of Director, Board of Examination and Evaluation.



## Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Details of OJT/Apprenticeship, Field Project and Research Project/Dissertation

M.A in Economics (New NEP 2023-24)

Semester – II (4 Credits)

### GUIDELINES FOR ON-JOB TRAINING (OJT)/APPRENTICESHIP

#### Learning Outcomes:

1. Develop work habits and attitudes necessary for job success.
2. Develop communication, interpersonal and other critical skills in the job interview process.
3. Build a record of work experience.
4. Acquire employment contacts leading directly to a full-time job following graduation from college.

#### General Guideline:

1. Every student admitted to M.A (Economics) Second Semester is compulsorily required to undergo this course bearing 4 credits.
2. At the end of second semester, all students will have to undergo summer training of 6-8 weeks (120 Hours) with an Industrial, Business or service organisation.
3. Each student will be required to submit a detailed report to the Department/College/Institute for the work undertaken during this period within 7 days of completion of the training (following which the evaluation and assessment for OJT/Apprenticeship will be done by the college/institute concerned. The report submitted must be according to the learning outcomes and in tune with the rubric for evaluation.
4. College/institute is required to assign Supervisor/Mentor to students for OJT who will guide the students in attaining the outcomes of this course.
5. The open defence seminar of a student shall be evaluated by the supervisor/mentor assigned to a student (as an internal examiner) and an external examiner appointed by the college/institute.
6. Appointment of external examiner from the nearby college /organisation should be done by the Principal where a student has completed his/her OJT. However, the Principal may appoint any other industry professional or subject expert as an external examiner if required.
7. The internal and external examiner shall jointly evaluate the report submitted by the student and her/his seminar and shall immediately submit the evaluation report in the prescribed format provided along with.
8. The college/institute shall submit marks obtained by students to the university as per prevalent system.





## MANAGEMENT OF OJT

1. A letter for the Head of the Institution or Organisation where OJT is proposed should be prepared by the Teacher. The format for the letter is given as Annexure 1.
2. An agreement should be signed between the Principal and the representative of the Industry or Organisation. The format for agreement is given as Annexure 2.
3. Teachers or Trainers should communicate to students about the documents that need to be maintained for OJT as per the format. The format for Student Attendance Sheet, Student Logbook and OJT Report are given as Annexures 3 to 5.
4. Principal/Menter shall endorse and sign the documents to facilitate OJT. He/she should also routinely check with the subject teacher on the progress of OJT via meetings/emails.
5. Teachers or Trainers should collect OJT related data and maintain the same in the college.
6. The Principal/Menter should visit OJT site, at least two times during the training period to collect first-hand information from the students and the Trainers or Supervisors.
7. Principal/Menter should ensure that students carry their ID cards while going for OJT and are dressed in college uniform or the uniform suggested by the Instructor/Trainer.
8. Principal/Menter should monitor that adequate measures have been taken to ensure the safety and security of students during OJT.
9. Principal/Menter should monitor the status and progress of OJT by interacting periodically with the students, Teacher and Trainer and the representative of the Industry or Organisation.
10. An OJT completion certificate is to be given by the Industry or Organisation to the Students or Trainees who have successfully completed OJT. The format for certificate is given as Annexure 7.
11. The report of the OJT should be included in the portfolio of the student and the peer's review.
12. The report of the OJT should be submitted to the university by the college.



## TRAINING PLAN FORM

1. Training Title: \_\_\_\_\_
2. Target Group: \_\_\_\_\_
3. Date: \_\_\_\_\_ Day(s): \_\_\_\_\_ Times: \_\_\_\_\_
4. Location: \_\_\_\_\_
5. Goal of Training: \_\_\_\_\_
6. Learning Outcomes: \_\_\_\_\_

Instructors/Trainers Details: \_\_\_\_\_

7. Training Materials to be used: (including that required for Children with Special Needs): \_\_\_\_\_
8. Logistics: \_\_\_\_\_
9. Arrangements made for hiring Translators and/or sign language interpreters (for Children with Special Needs): \_\_\_\_\_
10. Arrangement for Refreshment/Food during training sessions: \_\_\_\_\_
11. Any other information: \_\_\_\_\_

*Handwritten signatures and initials:*  
G. W. S. (with initials below)  
R. P. S. (with initials below)  
M. S. S. (with initials below)  
M. S. S. (with initials below)



## Annexure I

### Format of Letter for Organisation of OJT in an Industry/Enterprise/Organisation

Date: \_\_\_\_\_

To, \_\_\_\_\_

Sub: On-the-Job Training in your Industry/ Enterprise/ Organisation - reg.

Dear Sir/Madam,

The \_\_\_\_\_ (name of the college) is implementing the scheme of OJT. Under this scheme, there is a provision for conducting On-the-Job Training (OJT) of 6-8 weeks (120 Hours). The primary objective of OJT is to enable the students to acquire skills by getting hands-on-training in the real work environment.

We have identified your esteemed Organisation/ Industry/ Establishment for imparting OJT to the students of \_\_\_\_ (PG). Around \_\_\_\_ (no.) students would be participating in the OJT. We would like to seek your cooperation in organizing the OJT at your organisation.

On hearing from you, the Teacher \_\_\_\_\_ (name) will be contacting you with details of the training you are requested kindly facilitate OJT of students in your organisation.

With kind regards,

(Name of Principal)

Copy to: (Name of the Teacher)

Encl.: as above

The block contains several handwritten signatures and initials in blue ink. On the left, there are two distinct signatures. In the center, there are initials 'R.P.H.' and 'D.M.' with arrows pointing to the right. On the right side, there is a signature that appears to be 'Kulandee' with the number '1033' written above it.



## Annexure 2

### Format of Agreement between School Principal and Representative of Industry/Organisation

#### AGREEMENT

This agreement is made between the Principal college and representative of the Industry or Organisation for On-the-Job training with provision to be made by the Industry/Enterprise or Organisation on the following:

1. Assigning a Trainer or Supervisor for On-the-Job Training of students by the Industry/Organisation.
2. Engaging students on subject-specific work and providing required guidance or support to ensure their learning.
3. Monitoring the attendance and work completed by students on daily basis.
4. Provide experience letter/certificate of On-the-Job Training to students on completion of the training.
5. In case students need to extend beyond agreed hours, prior intimation shall be taken from Principal.
  - (i) Abide by Prevention of Sexual Harassment Act (POSH) for students undergoing training.
  - (ii) Information shall be provided to trainees regarding working conditions of the job, such as physical requirements potential hazards, health risks, noise levels, etc.

Signature of Representative  
Industry/ Organisation

Signature of The Principal

Date:

As per the POSH Act, 'sexual harassment' includes unwelcome sexually tinted behaviour, whether directly or by implication, such as (i) physical contact and advances, (ii) demand or request for sexual favours, (iii) making sexually remarks, (iv) showing pornography, or (v) any other unwelcome physical, verbal, or non-verbal conduct of a sexual nature.

5





Annexure 4

Format for Student's Logbook

1. Student Name: \_\_\_\_\_
2. Trade/Subject: \_\_\_\_\_
3. College Name: \_\_\_\_\_
4. College Address: \_\_\_\_\_
5. Industry/Enterprise/Organisation: \_\_\_\_\_
6. Address: \_\_\_\_\_
7. Type of Work Assigned: \_\_\_\_\_
8. Date: \_\_\_\_\_

1. I observed / worked on the following activities in this week.
2. I learnt the following things in this week.
3. I faced the following challenges during this week (if any).

Name & signature of the student

Name & Address  
Signature of Trainer/Supervisor

CC: Principal of the College

*[Handwritten signatures and initials in the logbook section]*



## Annexure 5

### Format for Preparation of Report on OJT by Students

Students are required to prepare the report of what they learnt during On-the-Job Training (OJT). The report will be included in the student portfolio. Students shall include the following information in the OJT report:

Sr. No.	Section	Expected Details
1	Introduction	<ul style="list-style-type: none"><li>• Title of the Report</li><li>• Student Name, College, Grade, Roll No.</li><li>• Name of Job Role/ Subject</li></ul>
2	OJT Overview	<ul style="list-style-type: none"><li>• Employer/Workplace Details • Name of OJT Site, Address, Website, Supervisor Name</li><li>• Brief Profile of the Organization (Government Private, Business Activity, etc.) • OJT Dates (Start and End), Timings, Number of Hours completed.</li></ul>
3	OJT Details	<ul style="list-style-type: none"><li>• Activities Performed and Observations made during OJT</li><li>• List of Tools and Equipment used during OJT</li><li>• Key Learnings and Challenges faced during OJT</li><li>• Any innovative work done during OJT</li></ul>

*[Handwritten signatures and initials]*



## Annexure 6

### Format for OJT Completion Certificate

This is to certify that \_\_\_\_\_ [name of the Student],  
pursuing his/ her subject / course in \_\_\_\_\_  
successfully completed On-the-job Training (OJT) at  
\_\_\_\_\_ and completed \_\_\_\_\_ hours of  
OJT from \_\_\_\_\_ (date) to \_\_\_\_\_ (date)

He/ she has participated in the following activities/ tasks

- 1.
- 2.
- 3.
- 4.
- 5.

Place:

Date:

Signature

Name & Designation of  
Authorized Signatory

Name of Industry/Enterprise/Organisation

Office Stamp

*[Handwritten signatures and stamps]*

9





Annexure 7

Format for Submission of Feedback by Students

Feedback Form

The students shall be submitting the feedback form to the Teachers and give their response on scale from 1 to 5.

(1- Not at All, 2- Very Little, 3- Somewhat, 4-Quite a Bit, 5-Great Deal)

Sr. No	Questions	1	2	3	4	5
1	Was the training place clean and attractive					
2	Were the sessions objectives and the intended learning outcomes clearly stated					
3	Was the Instructor/ Trainer punctual during sessions					
4	Did the Instructor/Trainer related the topic with tasks					
5	Were learning or training resource materials provided for the training					
6	Did this OJT help you to connect your knowledge with skills with that you acquired during schooling					
7	Did this OJT help you to acquire new skills					

  
Name & Signature of the Student



**Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur**  
**Details of OJT/Apprenticeship, Field Project and Research Project/Dissertation**  
**M.A in Economics (New NEP 2023-24)**

**Semester – II (4 Credits)**

**GUIDELINES FOR FIELD PROJECT**

**Learning Outcome:**

The Field Project is one of the three critical field practice components of MA Economics programme which aims to enhance the research and analytical skills of students and their ability to engage with a social issue in-depth.

**General Guideline:**

1. A student is also allowed to conduct a Field Project. However, such a Field Project need to have a duration of 6-8 weeks (120 Hours) and a student is required to submit the report to college/institute as mentioned in OJT.
2. Students can design a development project of their interest in a rigorous and systematic way over a period of three months. They are guided throughout the process by faculty mentors.
3. Post graduate students have to successfully complete field projects within the semester. Field project is worth 4 credits.

**Evaluation Report of Field Project**

Components	Marks
Faculty Supervisor (Overall work)	50 Marks
Field Work	30 Marks
External Viva Voce Examination	20 Marks
Total	100 Marks

*[Handwritten signatures and marks are present below the table, including a large signature on the left and several smaller ones on the right.]*



Kindly award marks for each item in the columns provided below:

Sr. No.	Items	Maximum Marks	Marks Awarded
1	Punctuality and Regularity	10	
2	Commitment, Interest & Motivation in acquiring knowledge from Field work	10	
3	Attitude towards the Economic behaviour	10	
4	Proficiency in economic Skills (Communication, Networking etc.)	10	
5	Ability to adhere to Social Values and Ethical Standards	10	
6	Competency in applying theoretical knowledge in practice	10	
7	Competency in practicing the Methods of Society (as applicable to the Agency)	10	
8	Ability to maintain positive relationship with others (Staff of the Agency)	10	
9	Self-Discipline and positive personal behaviour	10	
10	Ability to comply with the requirements and the norms of the Organisation (Initiative and willingness to take up Responsibilities, Team Work etc. in the projects/ programmes involved in)	10	
	<b>TOTAL</b>	100	

*[Handwritten signatures and initials]*



## Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Details of OJT/Apprenticeship, Field Project and Research Project/Dissertation

M.A in Economics (New NEP 2023-24)

Semester – III & IV (4 Credits)

### GUIDELINES FOR RESEARCH PROJECT/DISSERTATION

Credit – 4/6 (120 hrs./180 hrs)

#### Guidelines for Project Work

As a part of the curriculum students are required to take up a research Project work. This project will be assessed on the submission of the hard copy of project report. The hard copy of project report should submit to the Principal and Principal will sent it to the university as per the university process.

It is an intensive study on a topic. It explores the subject in depth and elucidates information about the problem investigated, the methods used to solve the problem, the results of the investigation and the conclusions inferred and a set of recommendations that can be implemented.

The project taken for study can be related to a particular organization. It can be comparison study of many organizations. A project should preferably be conducted in the organization where the student is employed (in case of employed student). Before embarking on the Project study, the student should identify the problem he intends to study and know the subject under study. He can facilitate this by reading material on the intended study. As a case study, the student can select his own organization in which he is employed (in case of employed student) or choose some other organization or could take up an industry vertical. If the topic selected happens to be a general one, then the student can do research from the internet or go through books/periodicals and obtain relevant information for his project.

The study should highlight its application in day to day functioning or in a specific area of your specialization field. The data collected could be primary i.e., gathered by your own observation, or it may be secondary i.e. taken from the records of the organization where the research is being undertaken like balance sheets, control figures, performance reports, sales reports etc. Students must ensure that the project undertaken must be an original study.

#### Guidelines for Dissertation

The dissertation is worth 90% of the total mark for the dissertation module. There is no minimum word length and concise expositions are encouraged. The dissertation should be a maximum length of 70 – 80 typed pages in Times New Roman, excluding acknowledgements, appendices, footnotes, words in graphs, tables, notes to tables and the bibliography. Note there is a limit of 15 pages for the appendices, footnotes, and tables. Abstract words, quotations and citations count towards the word limit.

We recommend that you use Microsoft Word for the finalisation of Project report / dissertation. The first page of the dissertation itself should include the title, your name along with roll no. and date, Name of the Supervisor, University and College name should also be



mention properly, any preface and acknowledgements. Pages and sections must be numbered. Every dissertation will normally include:

- Introduction
- Research Methodology (Research Problem, Objectives, Hypothesis, & Research Design etc.)
- Literature Review (Reputed Books, Reference Books, Journals, Articles, etc.)
- Data collection
- Data Analysis /Results/Discussion/Policy
- Conclusion (Findings, Recommendations, Further Research Scope)
- References

References should be collected at the back in alphabetical order and should contain sufficient detail to allow them to be followed up if required: at a minimum you should cite author, date of publication, and title of book or article, journal of publication or book publishing company.

## STRUCTURE OF THE PROJECT REPORT

- INTRODUCTION** - To the topic under study and the related information should be given.
- BACKGROUND** - A brief background about the company/organization under study, like Name, Location etc. and also relevant details like organization structure, existing systems related to the particular subject under study and a brief write up of the problem you want to study in that organization.
- METHODOLOGY** - It forms the crux of the report. It should clearly identify the Problem, the main objectives of the study, the scope which indicates the usefulness of the project, how applicable it is, and how it can be used by the organization for improved performance.
  - 1) Review of literature can be done included, which indicates the research done so far with regard to the particular subject.
  - 2) The relevant data gathered should be presented in the form of tables, graphs, flow charts etc.
  - 3) Detailed discussion about the present practices related to the subject. If new practices/augments have been introduced, a discussion of the same may be done.
  - 4) Analysis of the data collected or the effect of the new practices on the existing one.
- CONCLUSIONS & RECOMMENDATIONS:**

Based on the study done, what conclusions/inferences can be drawn? Recommendations are based on the conclusions of the study. It is important to indicate that a set of recommendations should follow from the conclusions inferred. The recommendations should have value to the organization. If possible quantify the benefits

*[Handwritten signatures and initials]*



that can be gained from following the recommendations. Indications as to what other techniques can be applied to improve the systems viz. Cost saving techniques, precautions.

e) **LIMITATIONS** of the study if any should be highlighted.

### IMPORTANT GUIDELINES FOR WRITING THE PROJECT

1. Students should use simple and good English/Marathi while writing the report. Avoid grammatical errors.
2. The report should be typed in English/Marathi standard fonts as per the Ph. D. Direction of the RTMNU.
3. The problem and objectives should be specific and clearly stated. Avoid ambiguity.
4. No aspects of the structure of the report should be omitted.
5. Important to include Bibliography and List of tables.
6. The report should also include Certificate from the guide (if help from a guide has been taken) and acknowledgements (if any)
7. Plagiarism certificate should mandatorily attach with the report.
8. The report should be in about 70-80 pages minimum.
9. CD / Pen drive of the Final Report should attach.

### OTHER DETAILS TO BE CONTAINED IN THE REPORT

The following should be included in the Project Report in the same sequence as given below:

- 1) Acknowledgment - to all those who have helped the student complete the project.
- 2) Certificate from the guide (if help from a guide has been taken) (See appendix I)
- 3) Table of contents, chapter wise with the appropriate page numbers.
- 4) Actual project content following the given format.
- 5) Bibliography - It is important for students to list the Books

### MARKS FOR THE PROJECT

The project work will carry 100 marks. The minimum for passing will be 50% for the project work. Procedure in case of non-submission of Project report: Students who could not submit their project report even after the above period:

- a) They will be required to pay re-exam fee of the university.
- b) Their project will be evaluated only in the next semester.
- c) Their marks as well as certificates will be issued in next semester i.e. the entire process will be late by six months.

15



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Appendix - 1

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Master of Arts (M.A – Economics)

TITLE OF PROJECT/ DISSERTATION

A PROJECT WORK SUBMITTED TO (INSERT NAME OF DEPARTMENT) IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF (INSERT THE TYPE  
OF DEGREE) IN (INSERT AREA OF SPECIALISATION HERE)

BY

NAME OF STUDENT

ROLL NO.

NAME OF THE SUPERVISOR

COLLEGE NAME

DATE (MONTH YEAR)

*[Handwritten signatures and initials]*

16



## Dissertation Acknowledgement

In your acknowledgements, you should first thank the members of academia who contributed to your research, including:

1. Funding bodies,
2. Supervisors,
3. Professors,
4. Editors,
5. Proofreaders,
6. Research participants

However, generally, this example follows a common structure:

Typical Order	Acknowledgement Category
1	Supervisors/Advisors
2	Collaborators
3	Friends for distraction or moral support
4	Significant Other
5	Parents/Family

*[Handwritten signatures and names in blue ink, including 'Jyotsna' and 'Pranav', are visible on the page.]*





### DECLARATION

Student's(s') Declaration I/We hereby declare that the information contained in the project report is the result of my/our own efforts and due citation have been made. I/ We further declare that it contains no material previously published by another person nor material which has been accepted for the award of any other degree or diploma in the University, or elsewhere except where due acknowledgement has been made.

SIGNATURE..... DATE .....

Supervisor's (s') Certification Certified by: Name of Supervisor

SIGNATURE..... DATE .....

Head of Department's Certification

Certified by: Name of HOD SIGNATURE.....

DATE .....

External Examiner's Signature (optional)

In the case where External Examiners are involved, the Examiners must also sign the report.  
Name of External Examiner:

SIGNATURE..... DATE .....

Important Note: - Student can use standard format of the certificates which are available at the Ph. D. Cell, RTMNU website.



## NEED FOR THE SEMESTER SYSTEM

Under the so-called conventional system of higher education governed by the old and unchanged University Act, largely shaped by the state Government keeping in view the convenience and state of mind of the majority of the mediocre learners, the undergraduate colleges entrusted with the task of catering to the needs of higher education in society, have been constrained to operate freely towards achieving their goal of both quantity and quality in higher education. Any kind of innovative change in the form of introduction of the new papers having potentials for job market or ensuring skills for the jobs in demand seems to be almost impossible owing to their lack of academic autonomy. Perhaps due to the same reason the colleges are unable to initiate some reforms in the examination and evaluation patterns largely warranted in the interest of the students' community as well as the institution. In the present crisis in higher education the semester-oriented syllabi and the corresponding examination system would be just a boon to the undergraduate colleges affiliated to Rashtrasant Tukadoji Maharaj Nagpur University by ensuring the teaching faculties as much academic autonomy as required for the change and reform in the curriculum, internal and external examination patterns and evaluation of the students from time to time.

With the commencement and implementation of semester pattern U.G. Syllabi there can be higher academic autonomy resulting into more creativity and thoughtful engagement of the teachers for academic pursuit. The colleges can hopefully bring about some meaningful changes in terms of more quantity of students admitted as well as the quality in the academic performance.

## OBJECTIVES OF SEMESTER SYSTEM IN SOCIOLOGY

Sociology as one of the most dynamic disciplines is primarily involved in the study of society and the social structure characterizing society. Conventionally the interest of sociology has been on knowing the intricacies of the older institutions such as family, marriage, kinship, religion and many other aspects such as group, culture, norms, values, education, stratification, etc., gaining momentum in the process of building up of a society. The focus in sociology has always been on understanding the web of social relationship and interaction which go into making the society a stronger social fabric. The theories claiming an overriding influence in sociology till the recent past have been mainly of structural-functional and conflict perspective and said to characterize the mainstream society. The structural-functional and conflict theories as a part of the mainstream society operate as the two extremes opposing each other on the basis of their respective laws of operation which mostly remain fixed or unchanged in their own right. But sociology today does not seem to remain confined to the fixed boundaries determined by the laws of structural-functionalism and social conflict. The subject has now acquired enormous flexibility and thus entered into the realms of other social sciences. It has in general assumed an interdisciplinary character. Some of the early areas of interest now either have started losing their importance or giving way to the new thrust areas of study. The prevailing scenario at the global level makes the subject oblivious of one dominant culture, order, system of values, ideas and thought. Sociology at present engages itself in focusing more on the emerging trends of multiculturalism, post-structuralism, post-modernism, hyper-modernity and globalization. The theory at present emerges to be increasingly characterized as synthetic or integrative rather than deterministic. The trend now accommodates more of a soft approach and avoids as much of a hard core approach as it can. The proposed semester pattern syllabus in sociology at the undergraduate level has been planned keeping in mind the growing acceptance for the new trends, facts of life and orientations within the domain of sociology as a science of society. The learners of



sociology, the students and teachers, now will have ample scope to know and understand the subject in a broad perspective. The U.G. course under semester pattern syllabi will aim at the following objectives in general:-

1. To make students understand the nature of sociology and its nexus with other disciplines.
2. To make students understand the recent concepts surfacing in the studies of sociologists and social scientists.
3. To make students know the current issues, problems and the measures to address them in right perspective.
4. To sustain the interest of the students in terms of making them capable of fitting into the job market.
5. To develop a multi-disciplinary interest and a broad perspective among the students to understand the intricacies of the concepts, issues and problems brought by the papers.

#### **YEAR OF COMMENCEMENT OF THE SEMESTER PATTERN SYLLABI**

The semester pattern syllabi shall come into force from the academic year 2020-2021 for the students seeking enrollment in B.A. Semester I and Semester II. For B.A. Semesters III & IV, and V & VI, the admissions shall be given in the academic years 2021-2022 and 2022-2023, respectively. This suggests for successive implementation of the U.G. semester pattern syllabi for all three years.

#### **STRUCTURE OF THE SEMESTER PATTERN SYLLABI**

1. The semester pattern syllabi shall give sufficient opportunity for continuous internal evaluation of the students (CIE).
2. The whole course shall be of full-time course of three years duration equally divided among six semesters.
3. Each semester shall have only one paper having four units. The students, on the whole, in order to complete B.A. degree, shall have to give examinations for 600 marks in the subject of sociology.
4. The system shall be based on continuous external evaluation based on a descriptive written examination of 80 marks (External) and internal evaluation of 20 marks in each paper of a semester.

#### **CODE/SCHEME OF EXAMINATION**

Students shall undergo the following process of examination:

##### **Written Examination:**

1. There shall be a written examination of descriptive type in each paper at the end of every semester.
2. Each paper shall be of 80 marks of 3 hours duration.
3. The question paper shall contain in all total 4 questions among which only first question shall be in the long form with an internal choice, carrying 20 marks. The second, third and fourth questions shall be of short forms wherein second and third questions shall have four questions each (A, B, C and D) with an internal choice (E, F, G and H), carrying 20 marks each at the rate of 5 marks for each short question.



4. The question number four shall also consist of four questions with 5 marks each but without an internal choice.
5. Each paper shall be of 80 full marks in which each question, whether in long form or

#### **PASSING MARKS**

1. The students shall be required to score a minimum of 32 marks out of 80 in order to pass in the external examination in each paper.
2. The minimum passing marks in the internal evaluation shall be 8 out of 20 in each paper.
3. This means the passing marks both in the written (external) examination and internal evaluation shall be considered separately.

#### **ABSORPTION OF FAILURE CANDIDATES**

1. The failure students of all B.A. I, II & III of old and annual pattern syllabi shall be given two consecutive terms such as one in winter and another in summer to clear their papers.







**Semester III**  
**Foundations of Sociological Thought**

**Objectives of the Paper:**

1. The paper aims at orienting the students to the basic sociological thoughts of the great masters of sociology.
2. The paper also intends to help the students to shape their thoughts and ideas and also addressing many current sociological issues and problems.

**1. Emergence of Sociology as a Discipline:**

- A. Socio-Economic and Political Conditions leading to the Emergence of Sociology
- B. Renaissance and Sociology: Enlightenment, Reason, Empiricism, Idealism, Rationalism, Humanism and Attitude of Scientific Enquiry

**2. Founders of Sociology: I**

- A. August Comte: Views on positivism and law of three stages of society.
- B. Herbert Spencer: Organic analogy, theory of social evolution, military and industrial society.

**3. Founders of Sociology: II**

- A. Charles Horton Cooley: Looking-Glass Self, primary group - its characteristics and importance
- B. Emile Durkheim: Types of suicide, religion and its functions.

**4. Founders of Sociological Thought: III**

- A. Karl Marx: Capitalism and its criticism, class and class struggle
- B. Max Weber: Types of social action, types of authority and bureaucracy.

**Suggested Readings:**

1. George Ritzer, 1996, Sociological Theory, TheMcGRAW-HILLInternational Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of SociologicalTheory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. BendizRinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and ArunansuGhoshal, Social Thought, VivekPrakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, SamajikVicharbant.
17. आगरा, प्रदीप, भरत सभाजशास्त्रीम विचार, की साईनाथ एकाशन, नागपुर



**Semester IV**  
**Indian Sociological Tradition**

**Objectives of the Paper:**

1. The paper intends to make the students understand the seminal ideas and thoughts reflected in the works of Indian Sociologists.
2. The paper also aims to help the students in understanding at the theoretical level the sociological issues concerning Indian society.

**1. Theoretical Roots of Caste in India:**

- A. **B.R. Ambedkar:** Origin of caste and its social, political and economic criticism.
- B. **G. S. Ghurye:** Characteristics of caste and the emergence of sub-castes.

**2. Social Change from Indian Perspective:**

- A. **M.N. Shrinivas:** Dominant caste –Meaning and implication, Sanskritization—as a factor of social change, mobility and development.
- B. **D.P. Mukherjee:** Historical Dialecticism, Indian tradition and social change.

**3. Indian Society and Contemporary Change:**

- A. **R.K. Mukherjee:** Values, symbols, personality and change.
- B. **S.C. Dubey:** Values in modernity; modernity, Indian society and social change.

**4. Gender and Society in India:**

- A. **Tarabai Shinde:** Characteristics and criticism of patriarchy in Indian society
- B. **Jyotirao Phule and Savitribai Phule:** Patriarchy and issues of women's right, Women's education: need and objectives.

**Suggested Readings:**

1. George Ritzer, 1996, Sociological Theory, The McGRAW-HILL International Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. Bendiz Rinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, Samajik Vicharbant.
17. आगराळी, प्रदीन, भरबत सभाजशास्त्रीम विचाराय, वी साईनाथ प्रकाशन, नागपूर
18. आगराळी सरोज, जोतीयाळी पर माच सामाजिक विचाराय, सगाळीा प्रकाशन, लखनऊ





**Semester V**  
**Indian Society: The Structural Issues**

**Objectives of the Paper:**

1. The paper aims at acquainting the students with Indian society in terms making them know the issues and problems confronting the institutions of caste and family.
2. The paper also aims to bring into fore the issues and problems concerning the tribes and rural communities in India.

**1. Indian Society, Structure and Inequality**

- A. Caste as a structure of inequality and discrimination.
- B. Problems of Scheduled Castes and Other Backward Castes.
- C. Constitutional Provisions for Scheduled Castes.
- D. Mandal Commission for Other Backward Castes.

**2. Family in Contemporary India:**

- A. Intra and inter generational conflict; Meaning, causes and measures to check them.
- B. Crime against women: Domestic violence, Dowry Deaths, Rape
- C. Problems of elderly people.

**3. Tribal Issues and Problems in India:**

- A. Tribal problems: Education, development and agrarian problem.
- B. Social mobility and change: Hinduization, Democratization, Politicization
- C. Reservation among the tribals, Provision of Schedule V, PESA & Forest Act.

**4. Rural Community in India:**

- A. Migration: causes and consequences
- B. Unemployment: causes and consequences
- C. Farmers' suicide & its impact on family

**Suggested Readings:**

1. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
2. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
3. Berreman, G.D., Caste and Other Inequalities : Essays in Inequality, Folklore Institute, Meerut, 1979.
4. Dube, Leela., Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., Ecology and Equity : The use and Abuse of Nature in Contemporary India, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) Caste in Indian Politics, 1973.
7. Mehta, S.R., (ed.), Population, Poverty, and Sustainable Development, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., Society in India.
9. Ahuja Ram, social Problems in India, Rawat Publications.
10. Finkle, Jason L and C. Alison McIntosh (eds.) The New Policies of Population, The Population Council, New York, 1994.
11. Bose Ashish, Demographic Diversity of India, B.R. Publishing Corporation, Delhi, 1991.
12. Premi, M.K. et al, An Introduction to Social Demography, Vikas Publishing House, Delhi, 1983.
13. Rajendra Sharma, Demography and Population Problems, Atlantic Publishers, New Delhi, 1997.
14. Srivastava, O.S., Demography and Population Studies, Vikas Publishing House, New Delhi, 1994.
15. Chandrasekhar, S., (ed.) Infant Mortality, Population Growth and Family planning in India, George Allen & Unwin Ltd., London, 1974.
16. आगराकर, पद्मिनी, जन आंदोलन: समसामा, इंदी साईनाथ प्रकाशन, नागपूर



**Semester VI**  
**Current Social Problems in India**

**Objectives of the Paper:**

1. The paper is based on the problems the society in India is facing at present.
2. The paper thus intends to make the students know the nature, causes and consequences of those problems as well as the measures to put a check on them.

**1. Education in contemporary India:**

- A. Educational status among different communities in India.
- B. Gender bias in education in India: Obstacles to women's education.
- C. Problems of education among SCs, STs and Other Backward Castes and the measures to resolve it.

**2. Displacement and Rehabilitation:**

- A. Displacement: Meaning, causes and consequences.
- B. Rehabilitation: Concept, problems and plans.

**3. Intolerance, Riot and Crime:**

- A. Caste, religious and cultural intolerance.
- B. Communal riots, caste and ethnic conflict.
- C. Measures to check intolerance, riots and crime.

**4. Epidemic: Social Issues & Policy Intervention**

- A. Meaning and concept of epidemic and pandemic, health as social construction
- B. Emerging Socio-economic problems in epidemic and policies to contain epidemic.
- C. Issues in epidemic: migrant labor, poor and deprived sections

**Suggested Readings:**

1. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
2. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
3. Berreman, G.D., Caste and Other Inequalities : Essays in Inequality, Folklore Institute, Meerut, 1979.
4. Dube, Leela., Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., Ecology and Equity : The use and Abuse of Nature in Contemporary India, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) Caste in Indian Politics, 1973.
7. Mehta, S.R., (ed.), Population, Poverty, and Sustainable Development, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., Society in India.
9. Ahuja Ram, social Problems in India, Rawat Publications.
10. Finkle, Jason L and C. Alison McIntosh (eds.) The New Policies of Population, The Population Council, New York, 1994.
11. Bose Ashish, Demographic Diversity of India, B.R. Publishing Corporation, Delhi, 1991.
12. Premi, M.K. et al, An Introduction to Social Demography, Vikas Publishing House, Delhi, 1983.
13. Rajendra Sharma, Demography and Population Problems, Atlantic Publishers, New Delhi, 1997.
14. Srivastava, O.S., Demography and Population Studies, Vikas Publishing House, New Delhi, 1994.
15. Chandrasekhar, S., (ed.) Infant Mortality, Population Growth and Family planning in India, George Allen & Unwin Ltd., London, 1974.
16. आग्रारि, प्रदीन, एन आरि सभतमा, बी साईनाथ एकाशन, नागनय



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'



## POST GRADUATE PROGRAM IN SOCIOLOGY

RASHTRASANT TUKDOJI MAHARAJ  
NAGPUR UNIVERSITY, NAGPUR

POST GRADUATE (CBCS) (NEP) SEMESTER  
SYLLABUS

2023-2024

*Handwritten signatures and dates:*  
17/07/23  
17/07/23  
17/07/23  
17/07/23  
17/07/23  
17/07/23  
17/07/23  
17/07/23  
17/07/23  
17/07/23



**POST GRADUATE PROGRAM IN SOCIOLOGY**  
**Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.**  
**First Year: Semester I**

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter/ point (40%)	Total		
					Internal Evaluation	End SEM Exam.				
6.0	Major	Mandatory	PGSO1M01	Classical Sociological Thinkers	4	20	80	B/6	100	
			PGSO1M02	Perspective on Indian Society - I	4	20	80	B/6	100	
			PGSO1M03	Constitution and Social Change in India	4	20	80	B/6	100	
	Elective	RM	PGSO1M04	Sociology of Religion - I	2					
			PGSO1E05	G1P1: Family, Kinship and Marriage	4	20	80	B/6	50	
			PGSO1E06	G2P1: Gender and Society.	4	20	80	B/6	100	
			PGSO1E07	G3P1: Sociology of Social Movement						
			PGSO1E08	G4P1: Sociology of Education						
			PGSO1M09	Quantitative Research Methodology OR Qualitative Research Methodology	4	20	80	B/6	100	
	Cumulative Credit/ Marks			22				550		

Note: For Elective Department offers 4 Groups or Specialisations. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.  
 RM: Research Methodology, RP: Research Project, CS: 40%

1 | Page

*Pink*

*[Handwritten signatures and initials]*

*22/10/24*



**POST GRADUATE PROGRAM IN SOCIOLOGY**  
**Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.**  
**First Year: Semester II**

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter/point (40%)	Total
					Internal Evaluation	End SEM Examination		
6.0	Major	Mandatory	PGSO2M01	Contemporary Sociological Theory	4	20	80	100
			PGSO2M02	Perspectives on Indian Society-II	4	20	80	100
			PGSO2M03	Sociology of Change and Development	4	20	80	100
			PGSO2M04	Sociology of Religion - II	2			50
	Elective		PGSO2E05	G1P2: Rural and Urban Transformation	4	40	60	100
			PGSO2E06	G2P2: Women in Indian Society				
			PGSO2E07	G3P2: Social Movement in India				
			PGSO2E08	G4P2: Education and Society in India				
	OJT/FP		PGSO2M09	Field project FP	4			
	Cumulative Credit/ Marks						100	
Cumulative Credit for PG diploma (Sem. 1+2)							550	
Exit option: PG Diploma (40 Credits) after three years UG Degree								

Note: For Elective Department offers 4 Groups or Specialisations. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters. RM: Research Methodology OJT: On Job Training: Internship/Apprenticeship CS: 40 %

*[Handwritten signatures and initials]*

*[Handwritten signatures and initials]*



**POST GRADUATE PROGRAM IN SOCIOLOGY**  
**Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.**  
**Second Year: Semester III**

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (40%)	Total
	Major	Mandatory				Internal Evaluation	End SEM Exam		
6.5	Major	Mandatory	PGSO3M01	Modern Sociological Theories	4	20	80	B/6	100
			PGSO3M02	Feminist Sociological Thinkers	4	20	80	B/6	100
			PGSO3M03	Globalisation and Society	4	20	80	B/6	100
			PGSO3M04	Social Problems in Contemporary India	2		50	B/6	50
	Elective		PGSO3E05	G1P3: Sociology of Social Stratification	4	40	60	B/6	100
			PGSO3E06	G2P3: Sociology of Social Exclusion					
			PGSO3E07	G3P3: Media and Society					
	RP			PGSO3E08: G3P3: Environment and Society					
				PGSO3M09: Research Project	4	100		B/6	100
			<b>Cumulative Credit/ Marks</b>	<b>66</b>				<b>550</b>	

Note: For Elective Department offers 4 Groups or Specialisations. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.  
 RP: Research Project  
 C5: 40%

*[Handwritten signature]*

31 Page  
*[Handwritten signature]*  
 22/10/24  
*[Handwritten signature]*  
 68/11



**POST GRADUATE PROGRAM IN SOCIOLOGY**  
**Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.**  
**Second Year: Semester IV**

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme	Minimum Passing grade letter / point (40%)	Total	
6.5	Major	Mandatory	PGSO4M01	Postmodern Social Theories	Internal Evaluation: 20 End SEM Examination: 80	B/6	100	
			PGSO4M02	Recent trends in Social Theories	20	B/6	100	
	Elective		PGSO4M03	Economy and Society	20	B/6	100	
			PGSO4E04	G1P4: Sociology of Marginalized Communities	20	B/6	100	
			PGSO4E05	G2P4: Science, Technology and Society	20	B/6	100	
			PGSO4E06	G3P4: Culture and Symbolic Transformation				
			PGSO4E07	G4P4: State, Politics and Development				
			PGSO4M08	Research Project				
	RP							
	Cumulative Credits/ Marks				6	150	B/6	150
Cumulative Credit for 2-year PG degree				22			550	
2 Year - 4 Semester PG Degree (80 credits) after three-year UG degree				88				

Note: For Elective Department offers 4 Groups or Specialisations. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.

OR  
 1 Year- 2 Sem PG Degree (40 credits) after four year of UG degree

RP: Research Project, CS: 40%

41 Page  
 PGSO4M01  
 PGSO4M02  
 PGSO4M03  
 PGSO4E04  
 PGSO4E05  
 PGSO4E06  
 PGSO4E07  
 PGSO4M08

*[Handwritten signature]*  
 Grade

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*



## RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY

### P.G. CBCS (NEP) Semester Pattern Syllabi of S O C I O L O G Y

#### STRUCTURE OF THE CBCS (NEP) SEMESTER PATTERN P.G. PROGRAM

The P.G. CBCS semester pattern shall come into force from the academic year 2023 - 2024 for the students seeking enrollment in semester I. While the students of semester III and semester IV shall go through the CBCS semester pattern examinations.

1. The CBCS (NEP) semester pattern P.G. PROGRAM shall give sufficient opportunity to the students of all departments for choice of subjects as shown in major electives.
2. The whole course shall be of full-time course of two years duration.
3. The semester I, II and III shall have four major mandatory papers (compulsory papers) and one core elective paper (optional papers) in four groups offering wider choice to the students to opt for any one group of them. The semester IV shall have three major mandatory papers (compulsory papers). There shall be again one core elective paper, which is in continuation of the group, which opt in first semester.
4. In semester I, students shall have a choice to choose any one of the course from RM (Research methodology) which he want to use in research projects of semester III & IV. RM is mandatory course.
5. In semester II, student himself shall engage in fieldwork and submit a fieldwork report to the institution/department. Based on hours engage in fieldwork and report submitted to institution/department, his/her credits will be evaluated. University will provide the direction time to time on the process of evaluation of fieldwork and other issues related to this course.
6. In semester III and IV, student shall avail a course RP (Research Project) which is mandatory and divided into two parts. The courses Research Project - I and Research Project - II, which shall opt by students, are the part of Semester III and Semester IV simultaneously. Student in the guidance of supervisor shall decide the topic of this course. The conditions of supervisor-ship and other issues will be decided by university time to

-1-Page

17/11/23





time.

7. 2100 marks, i.e. 88 credits in order to be awarded M.A. degree in Sociology by RTM Nagpur University.
8. The CBCS P.G. course shall be based on continuous internal evaluation of the students out of 20 marks in each paper (except 2 credits paper), along with the external evaluation based on a descriptive written examination of 80 marks by the university.

Regarding 2 credits papers, University or Board of studies will declare the policy as per further notifications.

## CODE OF EXAMINATION

### Written Examination:

1. There shall be a written external examination of descriptive type in each paper at the end of every semester.
2. Each 4-credit paper shall be of 80 marks of external examination of 3 hours duration and 2-credit papers shall be of 50 marks of external examination of 2 hours duration.
3. The question paper shall contain 5 questions (four long questions and one short question) with an internal choice except for the short question. The short question shall be put like A, B, C and D at the question No. 5 i.e. the last question of the paper. The students shall have to answer all questions including all A, B, C and D of Q No.5.
4. Each question shall carry an equal value of 16 marks in 4-credit course and 10 marks in 2-credit course.

### Nature of Internal Evaluation:

1. There shall be an internal evaluation of each student of 20 marks in each theory paper at the end of every semester in 4-credit course. It should be note that there is no internal evaluation in 2-credit courses.
2. Out of 20 internal marks in each theory paper, 10 marks shall be for Home Assignment and another 10 marks for daily attendance, viva-voce test and seminar presentation of the students based on the course content. The viva-

*[Handwritten signatures and marks]*

-2-11 a b c

*[Signature]* *[Signature]* *[Signature]* *[Signature]* *[Signature]*



voce tests and seminar presentations shall be conducted by a committee consisting of the Head of the Department/Principal of the college/Director of the Institute or Centre running the P.G. Course and the teacher of the concerned subject.

3. The teacher of the concerned subject shall decide the task to be assigned to the students for home assignment, viva-voce test and seminar presentation. The students' evaluation shall be done on consensus among all the members of the committee conducting the viva-voce test and seminar presentation.

### Passing Marks

1. The students shall be required to score a minimum of 40 marks in each paper out of 100 including internal marks in order to pass in the examination.
2. Scheme of Marking for Research Paper - I and II

### A. Examination and Evaluation scheme for field Project (FP)

Sr.	Contents	hours	Marks Distribution
1	Orientation of Field Project	10 (2*5)	-
2	Field Work	96hours (16*6)	40
3	Field Diary	Related to FW	10
4	Report Writing	12 hours (2*6)	20
5	Presentation	2 hours	10
6	Internal Viva-voce	---	20

Internal Viva-voce conducted on the objectives of Field project with Power point Presentation. Its Field Diary and Field Report should be consider a basic document for viva-voce.

*[Handwritten signatures and dates]*  
-3-18/23  
17/07/23





Sr. No.	Topic	Maximum Marks Allotted
1	Making of proper Questionnaire	10
2	Socio-economic Background of Respondents* (Chapter 1)	10
3	Chapters According to Objectives* (proper presentation with related referencing) (min. 3 chapters)	30 (10 per chapter)
4	Presentation of Data in Tables and Cross tables form	10
5	Presentation of Data in Graphical Form	10
6	Final Chapter i.e. Conclusion	05
7	Proper referencing and /or Bibliography (Use of APA Method)	05

Note: Internal Marks (max. 20) should be allotted according to his pilot study, field work, etc.

*Pal*

-5-10-23  
DS VAB/urite

*17/7/23*

*kanade*

*[Signature]*



## PROGRAM OUTCOMES FOR MA SOCIOLOGY PROGRAM

**Targeted Graduated Attributes:** Disciplinary Knowledge, Critical thinking, Problem solving, Analytical Reasoning, Communication Skill, Teamwork, Moral and Ethical Awareness

1. **P01** The student will be able to develop aptitude to manifest wide and extensive knowledge in the field of sociology.
2. **P02** Courses are designed in such a way that constitutional values will be imparted to students.
3. **P03** It develops the way to substantiate critical reading of literary text in order to conduct research in the field of sociology.
4. **P04** Students will be able to gain life skills as well as advanced skills necessary for professional advancement.
5. **P05** It also develops the ability of intensive research, investigation and critical analysis, usually in response to specific research question and hypothesis.
6. **P07** Courses in the program in sociology designed in such a way that the student must gain the knowledge of requirement of job market and skills required for job market in advancing societies.

*[Handwritten signatures and dates]*  
-6-11-2023  
V.P. Ghosh  
17/12/23  
Akhade  
*[Other illegible signatures]*



## COURSE WISE COURSE-OUTCOME

### SEMESTER FIRST

COURSE CODE	TITLE OF COURSE	COURSE OBJECTIVES
PGSO1M01	CLASSICAL SOCIOLOGICAL THINKERS	<ol style="list-style-type: none"> <li>1. Students develop critical thinking and analytical skills.</li> <li>2. To learn to analyze complex social phenomena, understand the underlying structures of society, and critically evaluate different perspectives on social issues.</li> <li>3. To enable students to approach social problems and phenomena with a deeper understanding and the ability to analyze them from multiple angles, leading to informed decision-making and problem-solving in various personal, academic, and professional contexts.</li> </ol>
PGSO1M02	PERSPECTIVES ON INDIAN SOCIETY - I	<ol style="list-style-type: none"> <li>1. To develop cultural awareness and sensitivity towards diverse social perspectives and experiences in India.</li> <li>2. students will gain insights into the complexities of Indian society, particularly with regards to tribes, caste, gender, family, and kinship.</li> <li>3. enable students to understand and appreciate the diverse cultural practices, beliefs, and social structures that exist in India.</li> </ol>
PGSO1M03	CONSTITUTION AND SOCIAL CHANGE IN INDIA	<ol style="list-style-type: none"> <li>1. To develop students' constitutional literacy and understanding.</li> <li>2. To critically analyze the constitutional provisions related to education, employment, health, social justice, individual rights, minority rights, and the rights of weaker sections.</li> <li>3. Students will develop a deep appreciation for the constitutional framework that guides the social, economic, and political aspects of Indian society, equipping them to participate actively in democratic processes and advocate for social change.</li> </ol>
PGSO1M04	SOCIOLOGY OF RELIGION - I	<ol style="list-style-type: none"> <li>1. To develop a comprehensive understanding of the sociology of religion as a scientific discipline.</li> <li>2. Explore the relationship between religion and morality, religious beliefs, and values, and gain insights into different ideologies such as theism, atheism, secularism, and fundamentalism.</li> </ol>
PGSO1E05	GTP1 : FAMILY, KINSHIP AND MARRIAGE	<ol style="list-style-type: none"> <li>1. To develop a comprehensive understanding of family, kinship, and marriage theories and concepts, including structural-functionalism, alliance theory, and cultural approaches. Examine constitutional laws related to inheritance, succession, and authority within families.</li> </ol>

*Handwritten signature*

*Handwritten signature*

*Handwritten signature and date: 17/07/23*

*Handwritten signature and date: 17/07/23*

*Handwritten signature and date: 17/07/23*

*Handwritten signature and date: 17/07/23*

*Handwritten signature and date: 17/07/23*



		<ol style="list-style-type: none"> <li>To analyze power dynamics, gender relations, and changing gender roles within families, investigate the conditions of children, youth, and families, with a focus on the influence of gender on power dynamics.</li> <li>Study the intersection of family, laws, and violence, including domestic violence, crimes against women, and honor killings within the context of marriage, family, and caste dynamics.</li> </ol>
PGS01E06	G3P1 : GENDER AND SOCIETY	<ol style="list-style-type: none"> <li>To develop a comprehensive understanding of the social construction of gender, including the role of patriarchy and socialization in shaping gender norms and expectations.</li> <li>Explore the dilemmas associated with gender, such as the tension between biology and gender, equality and difference, and the public and private spheres.</li> <li>To examine different feminist theories, including liberal feminism, Marxist feminism, radical feminism, and black feminism.</li> </ol>
PGS01E07	G3P1 : SOCIOLOGY OF SOCIAL MOVEMENT	<ol style="list-style-type: none"> <li>To develop a comprehensive understanding of social movements by exploring reform, revival, revolutionary, protest, and counter movements and to examine theories of social movements.</li> <li>To analyze the relationship between social movements and social transformation.</li> <li>Study the scenario of social movements in India, examining leadership, organizations, and the role of ideology.</li> <li>Analyze different types of ideology associated with social movements and their impact on guiding movements and creating social unrest.</li> </ol>
PGS01E08	G4P1 : SOCIOLOGY OF EDUCATION	<ol style="list-style-type: none"> <li>To examine the influence of gender, caste, and class on education and recognize the significance of studying the sociology of education in understanding social dynamics.</li> <li>To analyze traditional perspectives of education.</li> <li>To understand the key concepts and theories proposed by these sociologists in relation to education and to explore new theoretical perspectives in the sociology of education.</li> </ol>
PGS01M09	RM1 : QUANTITATIVE METHOD IN SOCIAL RESEARCH OR RM2 : QUALITATIVE METHOD IN SOCIAL RESEARCH	<ol style="list-style-type: none"> <li>To develop a comprehensive understanding of social research, including its meaning, nature, and ethical considerations.</li> <li>Explore the formulation of research problems, research design, sampling techniques, and data collection methods.</li> <li>Understand the fundamentals of quantitative and qualitative research approaches.</li> <li>To gain practical skills in data analysis and interpretation for both quantitative and qualitative research.</li> </ol>

*Handwritten initials*

*Handwritten signature and date: 17/12/23*

*Handwritten signature and date: 17/12/23*

*Handwritten signature: A. A. A. A.*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature and date: 17/12/23*



SEMESTER SECOND

COURSE CODE	TITLE OF COURSE	COURSE OBJECTIVES
PGSO2M01	CONTEMPORARY SOCIOLOGICAL THEORY	<ol style="list-style-type: none"> <li>To gain a comprehensive understanding of contemporary sociological theories by exploring the works of influential theorists.</li> <li>To examine key sociological perspectives, including structuralism, functionalism, conflict theory, and symbolic interactionism.</li> <li>Analyze the anthropological perspectives within structuralism, the concept of analytical functionalism within functionalism, the role of conflicts in social dynamics within conflict theory.</li> </ol>
PGSO2M02	PERSPECTIVES ON INDIAN SOCIETY - II	<ol style="list-style-type: none"> <li>studying perspectives on social change and development, students can develop a deep understanding of the factors that shape Indian society.</li> <li>To analyze and navigate the complexities of social, economic, and political transformations in their personal and professional lives.</li> <li>Develop a critical understanding of power dynamics and social movements.</li> </ol>
PGSO2M03	SOCIOLOGY OF CHANGE AND DEVELOPMENT	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of social change and its dynamics.</li> <li>To critically analyse and interpret social change processes in contemporary societies, including India.</li> <li>Explore different approaches to development and their implications.</li> </ol>
PGSO2M04	SOCIOLOGY OF RELIGION - II	<ol style="list-style-type: none"> <li>To Develop a critical understanding of</li> <li>To explore the place of religion in rational dialogue, its function in society, its social construction, and its manifestation as a social practice.</li> <li>to critically analyze the complexities of religion in contemporary social contexts and develop a nuanced perspective on its significance.</li> </ol>
PGSO2E05	G1P2 : RURAL AND URBAN TRANSFORMATION	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of rural community changes.</li> <li>To explore the ruralization of tribes, migration patterns, and mutual adaptations.</li> <li>to analyze the complexities of rural communities, including caste-tribal settlements and their implications for social dynamics.</li> </ol>
PGSO2E06	G2P2 : WOMEN IN INDIAN SOCIETY	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of the changing profile of women in India</li> <li>examine the demographic profile, gender gaps, and the intersection of gender with caste, class, and religion.</li> </ol>

*Handwritten signature*

*Handwritten signature and date: 9-11-23*

*Handwritten signature*

*Handwritten signature: Anacle*

*Handwritten signature and date: 17/11/23*

*Handwritten signature*

*Handwritten signature and date: 17/11/23*





		<ol style="list-style-type: none"> <li>to critically analyze the social, cultural, and structural factors that shape women's experiences in Indian society.</li> <li>to Examine the dynamics of patriarchy and women's experiences in India</li> </ol>
PGSO2E07	G3P2 : SOCIAL MOVEMENT IN INDIA	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of social movements in India.</li> <li>To explore the interplay between caste, class, and social movements, understanding the diverse factors that mobilize individuals and groups for social change.</li> <li>to critically analyze the context, drivers, and outcomes of social movements in India.</li> </ol>
PGSO2E08	G4P2 : EDUCATION AND SOCIETY IN INDIA	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of the socio-historical context of education in India.</li> <li>To explore the significance of education in shaping social, cultural, and economic aspects of Indian society.</li> <li>to critically analyze the influences and legacies of different historical periods on the present education system.</li> </ol>
PGSO2M09	FIELD PROJECT	<ol style="list-style-type: none"> <li>To Develop practical research skills.</li> <li>To learn research design, data collection techniques, and data analysis methods relevant to their specific field of study.</li> <li>To practical training enhances students' research skills, critical thinking abilities, and problem-solving capacities, which are valuable in various professional contexts.</li> </ol>

SEMESTER THREE

COURSE CODE	TITLE OF COURSE	COURSE OBJECTIVES
PGSO3M01	MODERN SOCIOLOGICAL THEORY	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of contemporary sociological theories.</li> <li>To explore concepts such as agency and structure, culture and agency, signifier and deconstructionism, knowledge and power, critical social theories, and phenomenological and ethnomethodological perspectives.</li> </ol>
PGSO3M02	FEMINIST SOCIOLOGICAL THINKERS	<ol style="list-style-type: none"> <li>Enhance critical thinking and analytical skills.</li> <li>To Develop a comprehensive understanding of feminist sociological theories.</li> <li>To explore existentialist perspectives on gender, critiques of traditional gender roles, politics of sexuality, reconstructions of historical materialism, psychoanalysis and feminism, intersectionality, and deconstructions of sex and gender.</li> <li>Foster critical thinking and awareness of gender issues.</li> </ol>

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*



PGSO3M03	GLOBALIZATION AND SOCIETY	<ol style="list-style-type: none"> <li>To Develop a critical understanding of globalization.</li> <li>To explore different perspectives on globalization, including Westernization, Easternization, Americanization, and Anti-Americanization.</li> <li>critically analyze the role of the nation-state, civil society, cultural hybridization, and cultural convergence in shaping the global structure.</li> </ol>
PGSO3M04	SOCIAL PROBLEMS IN CONTEMPORARY INDIA	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of social problems in India.</li> <li>To explore the issues of casteism, atrocities, unequal distribution of power, gender inequality, and its socio-economic and political consequences.</li> <li>To analyze the challenges posed by population growth, urbanization, and their impact on health, habitat, natural resources, and socio-economic conditions.</li> </ol>
PGSO3E05	G1P3 : SOCIOLOGY OF SOCIAL STRATIFICATION	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of social stratification.</li> <li>To explore the distinction between social inequality and biological/natural inequality, recognizing that social stratification is a product of social processes rather than inherent biological differences.</li> <li>to critically analyze the mechanisms and consequences of social stratification in different societies.</li> </ol>
PGSO3E06	G2P3 : SOCIOLOGY OF SOCIAL EXCLUSION	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of social exclusion.</li> <li>to critically analyze the mechanisms and consequences of social exclusion in diverse contexts.</li> <li>Analyze social categories and social exclusion; Students engage with various social categories and their relationship with social exclusion.</li> </ol>
PGSO3E07	G3P3 : MEDIA AND SOCIETY	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of media in society.</li> <li>To explore theories of mass media, including the pluralist, Marxist, and neo-Marxist perspectives, which provide different frameworks</li> <li>To Analyze the role and influences of media.</li> </ol>
PGSO3E08	G4P3 : ENVIRONMENT AND SOCIETY	<ol style="list-style-type: none"> <li>To Develop a comprehensive understanding of the environment and its impact on society.</li> <li>enables students to critically analyze the interdependencies between society and the environment.</li> <li>Analyze the social dimensions of environmental issues.</li> </ol>
PGSO3M09	RESEARCH PROJECT	<ol style="list-style-type: none"> <li>To equip students with the necessary skills and knowledge to effectively write a comprehensive research report.</li> <li>writing a research report, students will</li> </ol>

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

-11-10



develop essential skills in research methodology, critical analysis of literature

**SEMESTER FOUR**

COURSE CODE	TITLE OF COURSE	COURSE OBJECTIVES
PGSO4M01	POSTMODERN SOCIAL THEORIES	<ol style="list-style-type: none"> <li>To Explore and analyze postmodern perspectives on society.</li> <li>Critically evaluate the implications of postmodern social theories</li> </ol>
PGSO4M02	RECENT TRENDS IN SOCIAL THEORIES	<ol style="list-style-type: none"> <li>To Explore and critically analyze recent trends in social theories.</li> <li>Examine the impact of information technology and digital society.</li> </ol>
PGSO4M03	ECONOMY AND SOCIETY	<ol style="list-style-type: none"> <li>To develop a nuanced understanding of the interconnections between economic systems, social structures, and power dynamics.</li> <li>to critically analyze key economic concepts, debates, and emerging trends, enabling them to navigate and contribute to socio-economic environments.</li> </ol>
PGSO4E04	G1P4 : SOCIOLOGY OF MARGINALIZED COMMUNITIES	<ol style="list-style-type: none"> <li>To Understand the concept of marginalized communities and the bases of marginalization.</li> <li>To explore the socio-economic and political factors that contribute to marginalization, including discrimination, deprivation, exploitation, segregation, and poverty.</li> <li>Examine marginalized communities in India and explore means of eradicating marginality.</li> </ol>
PGSO4E05	G2P4 : SCIENCE, TECHNOLOGY AND SOCIETY	<ol style="list-style-type: none"> <li>To Explore the historical development of science and technology.</li> <li>To analyze changing notions of time and space, including the shift from physical to virtual spaces.</li> <li>Examine the social implications of science and technology.</li> </ol>
PGSO4E06	G3P4 : CULTURE AND SYMBOLIC TRANSFORMATION	<ol style="list-style-type: none"> <li>gain a critical awareness of the complexities of cultural dynamics and their implications for various aspects of society.</li> <li>to develop skills in cultural analysis, allowing them to navigate and contribute to the ever-evolving cultural landscape, understand the interplay of cultural forces with religion, politics, and societal trends.</li> </ol>
PGSO4E07	G4P4 : STATE, POLITICS AND DEVELOPMENT	<ol style="list-style-type: none"> <li>To develop interest politics, understanding the concepts of interest, ideology, and political factions.</li> <li>to provide a solid foundation in state, politics, and development, enabling them to comprehend the complexities of political systems, analyze social issues, and contribute to societal progress and transformation.</li> </ol>
PGSO4M08	RESEARCH PROJECT	<ol style="list-style-type: none"> <li>To equip students with the necessary skills</li> </ol>

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

12-11



		<p>and knowledge to effectively write a comprehensive research report.</p> <p>2. writing a research report, students will develop essential skills in research methodology, critical analysis of literature, academic writing, and proper citation. These skills are highly valuable in academic and professional settings, including research careers, policy-making, and further studies at the graduate level.</p>
--	--	---

*PK*

*Joshi*

*AB*

*Devi*

*Achade*

*12/11/23*

*Prince*

•13-11



## Content

### SEMESTER FIRST

	COURSE CODE	TITLE OF COURSE	CREDIT
MANDATORY	PGSO1M01	CLASSICAL SOCIOLOGICAL THINKERS	4
	PGSO1M02	PERSPECTIVES ON INDIAN SOCIETY - I	4
	PGSO1M03	CONSTITUTION AND SOCIAL CHANGE IN INDIA	4
	PGSO1M04	SOCIOLOGY OF RELIGION - I	2
ELECTIVE (select any GROUP which will Continue in next semesters)	PGSO1E05	G1P1 : FAMILY, KINSHIP AND MARRIAGE	4
	PGSO1E06	G2P1 : GENDER AND SOCIETY	
	PGSO1E07	G3P1 : SOCIOLOGY OF SOCIAL MOVEMENT	
	PGSO1E08	G4P1 : SOCIOLOGY OF EDUCATION	
RM	PGSO1M09	RM1 : QUANTITATIVE METHOD IN SOCIAL RESEARCH OR RM2 : QUALITATIVE METHOD IN SOCIAL RESEARCH	4

### SEMESTER SECOND

	COURSE CODE	TITLE OF COURSE	CREDIT
MANDATORY	PGSO2M01	CONTEMPORARY SOCIOLOGICAL THEORY	4
	PGSO2M02	PERSPECTIVES ON INDIAN SOCIETY - II	4
	PGSO2M03	SOCIOLOGY OF CHANGE AND DEVELOPMENT	4
	PGSO2M04	SOCIOLOGY OF RELIGION - II	2
ELECTIVE (Continue the group as per previous semester)	PGSO2E05	G1P2 : RURAL AND URBAN TRANSFORMATION	4
	PGSO2E06	G2P2 : WOMEN IN INDIAN SOCIETY	
	PGSO2E07	G3P2 : SOCIAL MOVEMENT IN INDIA	
	PGSO2E08	G4P2 : EDUCATION AND SOCIETY IN INDIA	
FP	PGSO2M09	FIELD PROJECT	4

9-1 Page  
A. Bhojve  
A. Bhojve  
A. Bhojve  
A. Bhojve  
A. Bhojve



### SEMESTER THREE

	COURSE CODE	TITLE OF COURSE	CREDIT
MANDATORY	PGSO3M01	MODERN SOCIOLOGICAL THEORY	4
	PGSO3M02	FEMINIST SOCIOLOGICAL THINKERS	4
	PGSO3M03	GLOBALIZATION AND SOCIETY	4
	PGSO3M04	SOCIAL PROBLEMS IN CONTEMPORARY INDIA	2
ELECTIVE (Continue the group as per previous semesters)	PGSO3E05	G1P3 : SOCIOLOGY OF SOCIAL STRATIFICATION	4
	PGSO3E06	G2P3 : SOCIOLOGY OF SOCIAL EXCLUSION	
	PGSO3E07	G3P3 : MEDIA AND SOCIETY	
	PGSO3E08	G4P3 : ENVIRONMENT AND SOCIETY	
RP	PGSO3M09	RESEARCH PROJECT	4

### SEMESTER FOUR

	COURSE CODE	TITLE OF COURSE	CREDIT
MANDATORY	PGSO4M01	POSTMODERN SOCIAL THEORIES	4
	PGSO4M02	RECENT TRENDS IN SOCIAL THEORIES	4
	PGSO4M03	ECONOMY AND SOCIETY	4
ELECTIVE (Continue the group as per previous semesters)	PGSO4E04	G1P4 : SOCIOLOGY OF MARGINALIZED COMMUNITIES	4
	PGSO4E05	G2P4 : SCIENCE, TECHNOLOGY AND SOCIETY	
	PGSO4E06	G3P4 : CULTURE AND SYMBOLIC TRANSFORMATION	
	PGSO4E07	G4P4 : STATE, POLITICS AND DEVELOPMENT	
RP	PGSO4M08	RESEARCH PROJECT	6

-10- | Page



Yeshwant Rural Education Society's

**Yeshwant Mahavidyalaya, Wardha**

NAAC Reaccredited Grade 'B'

# SEMESTER: I

*[Handwritten signatures and dates]*  
-11-1P page  
17/7/23  
17/07/23



## MANDATORY PAPERS

PAPER CODE : PGSO1MD1

### CLASSICAL SOCIOLOGICAL THINKING

#### Unit 1. Karl Marx:

- A. Class Formation and Class Struggle
- B. Dialectical Materialism and the Theory of Social Change
- C. Alienation, Surplus Value and Exploitation

#### Unit 2. Max Weber:

- A. Social Action: Theory and Types of Social action
- B. Protestant Ethic in the Emergence of Modern Capitalism
- C. Ideal Types of Authorities and Bureaucracy

#### Unit 3. Emile Durkheim:

- A. Social Facts: Its Characteristics and importance
- B. Division of Labour: Its Causes and Functions, Mechanical and Organic Solidarity
- C. Religion: Sacred and Profane elements in the Context of Religion

#### Unit 4. Sigmund Freud

- A. Theory of Personality and dream
- B. Theory of Religion
- C. Psychosexual development, Femininity

#### Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, The McGRAW-HILL International Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. Bendix Rinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos and Martin Holborn, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, Samajik Vicharvart.

  
12-IP-100

  
12-IP-100

  
12-IP-100

  
12-IP-100

  
12-IP-100





Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

PAPER CODE : PGSO1M02

**PERSPECTIVES ON INDIAN SOCIETY - I**

**Unit 1. Perspectives on Tribe**

- A. G.S. Ghurye : Tribes as Backward Hindus and Their Future
- B. Virginius Xaxa : Tribes as Indigenous People of India

**Unit 2. Perspectives on Caste**

- A. B.R. Ambedkar : Caste as a Socio-Cultural, Economic and Political System, Ways of Annihilation of Caste
- B. Gopal Guru : Humiliation in Caste; Experiencing Caste and Everyday Social

**Unit 3. Perspectives on Gender**

- A. Kamala Bhasin : Masculinity, Patriarchy and Gender
- B. Uma Chakravatri : Gendering Caste

**Unit 4 Family and Kinship**

- A. Irawati Karve: Kinship Organization in India.
- B. Patricia Uberof: Family, Kinship and Marriage.

**Suggested Readings**

1. Surinder Jodhka, (2013) Interrogating India's Modernity: Democracy, Identity, and Citizenship, Oxford University Press.
2. Pathak Avijit. 1998, Indian Modernity, Aakar Books.
3. Pathak Avijit. 2006, Modernity Globalization and Identity, Aakar Books.
4. Hamilton Lawrence. 2020 How to read Amartya Sen, Penguin Random House
5. Banerjee Abhijit; Duflo Esther. 2011, Poor Economics: Rethinking Poverty & the Ways to End It, Penguin Books.
6. Banerjee Abhijit; Duflo Esther. 2019, Good Economics for Hard Times: Better Answers to Our Biggest Problems. Juggernaut.
7. Rege Sharmila. 2006, Writing Caste/Writing Gender, Zubaan Publication.
8. Rege Sharmila. 2018. Gendering Caste: Through A Feminist Lens, Sage.
9. Rege Sharmila. 2003, Sociology of Gender: The Challenge of Feminist Sociological Thought, Sage.
10. Uberof Patricia. 1997, Family Kinship and Marriage in India, OIP.
11. Bhasin Kamla. 2000, Understanding Gender, Kali for women.
12. Bhasin Kamla. 2004, Exploring Masculinity, Women Unlimited.
13. Gopal Guru, Sundar Sarukkai. 2019 Experience, Caste, and the Everyday Social, Oxford University Press.
14. Gopal Guru, Sundar Sarukkai. 2018, The Cracked Mirror: An Indian Debate on Experience and Theory, Oxford University Press.

-13- Page  
2023/2024  
Dr. V. R. Bhume  
Aarade  
Jadhav



15. Xaxa Virginus. 2008, State, Society and Tribes: Issues in Post-Colonial India, Pearson.
16. Xaxa Virginus. 2012, Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India (Ed.), OUP.
17. Xaxa Virginus & Jagannath Ambagudia. 2020, Handbook of Tribal Politics in India. Sage.
18. DeSouza, P.R. (ed), 2000, Contemporary India-Transitions, New Delhi, Sage.
19. Dhanagare, D.N. 1993, Themes and Perspectives in Indian Sociology, Jaipur, Rawat.
20. Dube, S.C. 1973, Social Sciences in a Changing Society, Lucknow University Press.
21. Dube, S.C. 1967, The Indian Village, London, Routledge, 1955.
22. Karve, Inwati. 1961, Hindu Society: An Interpretation, Poona, Deccan College.
23. Momin, A.R. 1996, The Legacy of G.S. Ghurye: A Centennial Festschrift, Popular Prakashan, Bombay.
24. Mukherjee, D.P. 1958, Diversities, People's Publishing House, Delhi.
25. Singh, Y. 1986, Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar.
26. Singh, Y. 1973, Modernization of Indian Tradition, Delhi, Thomson Press.
27. Srinivas, M.N. 1960, India's Villages, Asia Publishing House, Bombay.
28. Tylor, Stephen: India; An Anthropological Perspective.
29. Guha, Ranjit (ed), 1982, Subaltern Studies: Writings on South Asian History and Society, Oxford.
30. Desai, A.R. 1948, Social Background of Indian Nationalism, Popular, Bombay.
31. Ambedkar, B.R. Speeches and Letters, Bombay.
32. Sinha, Surajit. 1980, Tribes and Indian Civilization, in Manin India.
33. Bose, Nirmal Kumar, Problems of Indian Nationalism, Calcutta.
34. Singhi, N.K. 1996, Theory and Ideology in Indian Sociology, Rawat, Jaipur.

Handwritten signatures and initials in green and blue ink. A horizontal line is drawn across the page with the text "-14- Page" on the left. Below the line, there are several handwritten notes and signatures, including "17/7/23" and "Sandeep".



PAPER CODE : PGSO1M03

## CONSTITUTION AND SOCIAL CHANGE IN INDIA

1. Understand the Objectives of Indian Constitution
  - A. Welfare state and Socialism : Education, Employment, Health and Social Justice
  - B. Secularism : Rights of Individual, Minorities and Weaker Section, Development Scientific Perspective (Directive Principles)
  - C. Constitution as Social Document : Constitutional Values: Values in Preamble, Fundamental Duties and Directive principles
2. Constitution and Transformation in India
  - A. Social Transformation : Capitals & Changes in Caste, Gender and Women's Rights; Marital Laws, Education Rights
  - B. Economic Transformation : Changes in Occupational Structure, Labour laws and Property Rights
  - C. Political Transformation: Democratic-Electoral Politics, 73<sup>rd</sup> Amendment: Grassroots' Democracy, Emergence of caste Politics
3. Constitutional Development and Indian Society
  - A. Social Structure and Constitution: Social Structure as an inhibitor of Constitutional development with reference to Caste, Religion and Gender
  - B. Cultural and Constitution : Emergence of Multiculturalism and Secular Culture
  - C. Class and Constitution : Industrialization, Migration and Urbanization
4. Modernization, Globalization and Constitution
  - A. Values of Modernization in Indian Constitution
  - B. Globalization and Indian Constitution : Critical Analysis - Rise in Inequality and degradation of Welfare State
  - C. Media and Constitution: Right to Expression, Monopolization of Media and Control of Political opinions.

### Reference Books

1. Indian Constitution
2. Oxford Handbook of Indian Constitution, OUP
3. Indian Social Structure and Change, K.L. Sharma, Rawat



4. Constitutional Debates Debates
5. Introduction to Indian Constitution : D.D. Basu,
6. Liberalism, Constitutionalism and Democracy, Russel Hardin, OUP
7. Evolution of a Revolution, U-ann Thio and Kevin YL. Tan, Routledge
8. The Constitution of Society, Anthony Giddens, Polity Press, Cambridge
9. A Constitutional Hhistory of India, A.S. Keith, , Methuen & Co. Ltd. London
10. Working a Democratic Constitution: The Indian Experience, Granville Austin , OUP
11. Discourse and Social Change, Norman Fairclough, Polity Press, Cambridge
12. Dynamics of Caste and Law: Dalit Oppressions and Constitutions, Cambridge
13. Deterring Democracy, Noam Chomsky, RHUK
14. Politics and Ethics of Indian Constitution, Rajiv Bhargav, OUP
15. Democracy in India, N.G Jayal, OUP
16. Makers of Modern India, R. Gunah, penguin
17. Law and Social Transformation in India, Oliever Mendelsohn, OUP

16 | Page

DR R. Bhargav

17/11/23

Arade

OBV -

OBV



PAPER CODE : PGSO1M04

## SOCIOLOGY OF RELIGION - I

### Unit 1. Introduction:

- A. Sociology of religion: Religion as a science
- B. Religion and morality, religious beliefs and values
- C. Theism, atheism, secularism and fundamentalism

### Unit 2. Sociological Perspectives on Religion:

- A. Durkheim: Religion for integration
- B. Weber: Religion, rationality and development
- C. Karl Marx: Religion as illusion

### Suggested Readings:

1. Weber, M. The Sociology of Religion, Boston, Mass: Beacon Press, 1963.
2. Eliade, H. The Sacred and the Profane: The Nature of Religion, New York: Harcourt, Brace and World, 1959.
3. Durkheim, E. The Elementary Forms of Religious Life, London: Allen and Unwin, 1915.
4. Fischer, M.N.J. Iran: From Religious Dispute to Revolution, Cambridge, Mass: Harvard University Press, 1980.
5. Baird, Robert D. (ed.) 1995 (3<sup>rd</sup> edition) Religion in Modern India, Delhi, Manohar.
6. Jones, Kenneth W., 1989, Socio-Religious Reform Movements in British India, The New Cambridge History of India III - I, Hyderabad, Orient Longman.
7. Madan T.N. (ed.) 1992, (enlarged edition), Religion in India, New Delhi, Oxford Press.
8. Mazumdar H.T., 1986, India's Religious Heritage, New Delhi, Allied Publishers.
9. Roberts, Keith A., 1984, Religion in Sociological Perspective, New York, Dorsey Press.
10. Shakti Mohan (ed.) 1989, Religion, State and Politics in India, Delhi, Ajanta Publications.
11. Turner Bryan. S., 1991 (2<sup>nd</sup> edition) Religion and Social Theory, London, Sage Publications.
12. Robinson, Rowena, 2004, Sociology of Religion in India, Sage, India.

Handwritten signatures and dates at the bottom of the page, including "17-11-22" and "17/07/23".



## ELECTIVE COURSES

**Important Note :** Opt any group as an elective course throughout whole PG program. Once you opt a group, cannot be change in any further semesters. In following coding, 'G' stands for group (i.e. G1 means group 1) and 'P' stands for paper/course (i.e. P1 means course/paper 1).

PAPER CODE : PGSO1E05

### G1P1 : FAMILY, KINSHIP AND MARRIAGE

#### Unit 1. Theory and some concepts.

- A. Theoretical Approaches: Structural-Functionalist, Alliance and Cultural
- B. Constitutional laws of inheritance, succession and authority

#### Unit 2. Power and Gender dynamics

- A. Condition of Child, youth and family
- B. Gender relations and power dynamics
- C. Gender and gender role in transition, sexuality in India and reproduction-controlling fertility, zero child and delayed parenting.

#### Unit 3. Change in marriage Family and support System

- A. Changing Marriage practices in contemporary society and emerging patterns of marriage.
- B. Emergent forms of family - Single parent family, Consensual Unions.
- C. Changing care and support system at the age of globalisation and emerging problems.

#### Unit 4. Laws, Family and violence

- A. Family Laws- Hindu and Muslim.
- B. Domestic violence and Crime against women -Causes and Consequences
- C. Honour killing - causes and pattern maintenance (marriage, family and caste).

#### Suggested Readings:

- Schwartz Mary Ann & Scott BarBara, *Marriage and Families: Diversity and Change*, 3<sup>rd</sup> ed., Prentice Hall, New Jersey, 1999.
- MacLionis & Ken Plummer, *Sociology: Global Introduction*, 5<sup>th</sup> Ed. Pearson
- Harsibamb M., *Sociology: Themes and Perspective*, 8<sup>th</sup> Ed., Harper Collins Publishers Limited, 2013.
- Giddens A. & Sutton P. W., *Sociology*, 7<sup>th</sup> ed., Wiley, 2013.
- Patel Tulsi, ed., *The Family in India: Structure and Practice*, Sage India, 2005.

-18- Page  
Dr. R. Bhatnagar  
Dr. A. Chavale  
Dr. S. K. Patil  
Dr. S. K. Patil



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Imtiaz Ahmad, ed., *Family, Kinship and Marriage among Muslims in India*, Manohar Publishers & Distributors, 2020.  
Breman Jan, *Beyond Patronage and Exploitation*, Oxford India Paperback, 1993.  
Uberoi Patria, ed., *Family, Kinship and Marriage in India*, Oxford in India Reading, 1993.  
Ahuja Ram, *Social Problems in India*, 5<sup>th</sup> ed., Rawat Publication.  
Veena Das, ed., *Sociology and Social Anthropology*, Vol. 1 & 2, Oxford, India, 2003.

*Handwritten signatures and notes:*  
- 19 - Page  
- 17/11/23  
- Grade  
- 17/11/23



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

PAPER CODE : PGSO1E06

**G2P1 : GENDER AND SOCIETY**

**Unit 1. Social Construction of Gender:**

- A. Socialization and gender construction, patriarchy and gender construction
- B. Dilemmas: Gender vs. biology, equality vs. difference, private vs. public

**Unit 2. Feminist Theories:**

- A. Liberal Feminism, Marxist Feminism
- B. Radical Feminism, Black Feminism

**Unit 3. Gender Inequality in society:**

- A. Unequal distribution of power and authorities
- B. Patriarchal concept of labor and sexual division of labor,
- C. Political participation and male dominance

**Unit 4. Strategies to Overcome Gender Inequality:**

- A. Contemporary women's movement
- B. Women's participation in politics and decision making
- C. Women empowerment: Equal opportunity and development

**Suggested Readings:**

1. Altekar, A.S., 1983, The Position of Women in Hindu Civilization, Delhi, Motilal Banarasidas, Second Edition, Fifth Reprint.
2. Chodrow, Nancy, 1978, The Reproduction of Mothering. Berkely University of California Press.
3. Desai Neera and M Krishnaraj, 1978, Women and Society in India, Delhi, Ajanta.
4. Dube Leela et al (eds.) 1986, Visibility and Power: Essays on Women in Society and Development, New Delhi, OUP.
5. Forbes G., 1998, Women in Modern India, New Delhi, Cambridge University Press.
6. Maccoby, Eleanor and Carol Jackin, 1975, The Psychology of Sex Differences, Stanford, Stanford University Press.
7. Mc Cormack, C and M. Strathern (ed.) 1980, Nature, Culture and Gender, Cambridge, Cambridge University Press.
8. Kumkum Roy (ed.) 2005 Women in early Indian Society, Manohar Publishers and Distributors, New Delhi.
9. Myers, Kristen Anderson et al, (eds.) 1998, Feminist Foundations: Towards Transforming Sociology, New Delhi, Sage.
10. Oakely, Ann., 1972, Sex, Gender and Society, New York, Harper and Row.
11. Sharma, Ursula, 1983, Women, Work and Property in North-West India, London, Tavistock.
12. Shulamitz, Reinhartz and Lynn Davidman, 1991, Feminist Research Methods, New York, Oxford University Press.
13. Srinivas, M.N., Caste Its Modern Avatar, New Delhi, Penguin (Leela Dube's Article on Caste and Women)

• 20 | Page





14. Vaid, S and K Sangari, 1989, Recasting Women Essays in Colonial History, New Delhi.
15. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
16. Channa Karuna, 1988, Socialization, Women and Education: Explorations in GenderIdentity, New Delhi, Orient Longman.
17. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
18. Channa Karuna, 1988, Socialization, Women and Education: Explorations in GenderIdentity, New Delhi, Orient Longman.
19. Dube Leela, 1997, Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia, Tokyo, United Nations University Press.
20. Gandhi, N and N. Shah, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi.
21. Ghadially, Rehana, (ed.) 1988, Women in Indian Society, New Delhi, Sage. Jaywardene, Kuman, 1991, Feminism and Nationalism in the Third World, New Delhi.
22. Miss Maria, 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept.
23. Omvedt Gail, 1975, Caste, Class and Wome's Liberation in India, Bulletin of Concerned Asian Scholars.
24. Pardeshi, Pratima, 1988, Dr. Ambedkar and the Question of Women's Liberation in India, Pune, WSC, University of Pune

Handwritten signatures and initials in green and blue ink. Includes the text "21-1P" and "DR Y R Dharmje".



PAPER CODE : PG501E07

## G3P1 : SOCIOLOGY OF SOCIAL MOVEMENT

### Unit 1. Understanding Social Movements:

- A. Defining Features and Types of Social Movements, viz. Reform, Revival, Revolutionary, Protest, Counter Movements
- B. Theories of Social Movement : Relative deprivation theory, structural strain theory, resource mobilization theory and political process theory

### Unit 2. Social Movements and Social Transformation:

- A. Bases of Social Movements: Caste, Class, Gender, Religion and Ethnicity
- B. Issues in Social Movement: social structure and social movement, identity, culture and social movement, socio-economic and political interests and social movement

### Unit 3. Scenario of Social Movements in India:

- A. Leadership and organizations in social movements
- B. Ideology in social movements: Types of ideology and social movements, ideology guiding movement and creating unrest

### Unit 4. Social Movements in the Contemporary Times:

- A. Media and social movement, public opinion social movement, democracy and social movement
- B. Diffusion, absorption, and fragmentation of social movement
- C. Counter movements and social transformation

### Suggested Readings:

1. Banks, J.A., 1972, The Sociology of Social Movements, London, Macmillan.
2. Desai, A.R., (ed.) 1979, Peasant Struggles in India, Bombay, Oxford University Press.
3. Dhanagare D.N., 1983, Peasant Movements in India 1920-1950, Delhi, DUP.
4. Gore M.S., 1993, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi, Sage.
5. Gommen T.K., 1990, Protest and Change: Studies in Social movements, Delhi, Sage.
6. Rao M.S.A., 1979, Social Movements In India, New Delhi, Manohar.
7. Singh K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
8. Seliot Eleanor, 1995, From Untouchable to Dalit: Essays on the Ambedkar Movement, New delhi, Manohar.
9. Gouldner A.W., 1950, (ed.) Studies in Leadership, New York, Harper and Brothers.
10. Gommen T.K., 1972, Charisma, Stability and Change: An Analysis of Bhoodan Gramdan Movement, New Delhi, Thomas Press.
11. Shah Ghanshyam, 1990, Social movements in India: A Review of the Literature, Delhi, Sage.
12. Shah Nandita, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movements in India.
13. Shiva Vandana, 1991, Ecology and the Politics Survival, New Delhi, Sage.

-22-1P/21  
DR. P.R. BHARNE  
Achade  
[Signatures]



PAPER CODE : PG503E08

## G4P1 : SOCIOLOGY OF EDUCATION

### Unit 1. Understanding the Importance of Sociology of Education:

- A. Definition, meaning and scope of sociology of education
- B. Education: gender, caste and class
- C. Significance of sociology of education

### Unit 2. Traditional Perspectives of Education:

- A. Functionalist perspectives: Emile Durkheim and Talcott Parsons
- B. Conflict perspectives: Bowles & Gintis, and Paul Willis

### Unit 3. Sociology of Education and New Theoretical Perspectives:

- A. Social democratic perspective
- B. Postmodern perspective: Robin Usher and Richard Edwards
- C. Feminist Perspective

### Unit 4. Education and Society:

- A. Education: socialization, social identities
- B. Education, social mobility, social change and development
- C. Education: market and employment

### Suggested Readings:

1. Haralambos, Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Fifth Edition, Collins, London.
2. Acker, S, 1994, Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press.
3. Banks, Olive, 1971, Sociology of Education, (2<sup>nd</sup> Ed.), London: Betsford.
4. Banks, James A. and Lynch, James (eds.) 1986, Multicultural Education in Western Societies, London: Holt Saunders.
5. Blackledge, D. and Hunt, B., 1985, Sociological Interpretations of Education, London: Croom Helm.
6. Brint, Steven, 1998, Schools and Societies, Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
7. Uttam B. Bhoite, 2009, Higher Education in India: A System on the Verge of Chaos, Sociological Bulletin, Vol.58, No.2, May-August.
8. Channa, Karuna, 1988, Socialization, Education and Women: Explorations in Gender Identity, New Delhi: Orient Longman.
9. Channa, Karuna, 1979, „Towards a Study of Education and Social Change“. In Economic and Political Weekly, 27, 14 (4): 157-64.
10. B.K. Swain, 1998, Changing Occupational Structure in Vidarbha, India, Himalaya Publishing House, Mumbai.
11. Chitnis, Soma and P.G. Albach, 1993, Higher Education Reform in India, Experience and

-23- [Handwritten signatures and marks]



- Perspectives, New Delhi: Sage.
12. Craft, Maurice, (e.d), 1970, Family, Class and Education: A Reader, London: Longman.
  13. Dreze, Jean and Amartya Sen, 1995, Indian Economic Development and Social Opportunity, Oxford: OxfordUniversity Press.
  14. Gandhi, M.K., 1962, Problems of Education, Ahmedabad: Navjeevan Prakashan.
  15. Gore, M.S. et.al. (ed.), 1975, Papers on the Sociology of Education in India, New Delhi, NCERT.
  16. Halsey, A.H., Hugh Lander, Phillips Brown and Amy S. Wells, 1997, Education, Culture, Economy and Society, Oxford, OxfordUniversity Press.
  17. Jejeebhoy, Shireen, 1995, Women's Education, Autonomy and Reproductive Behaviour, Oxford: Clarendon Press.
  18. Meighan, Ronald and Iram Siraj- Blatchford, 1997, Sociology of Educating, London: Cassell, Third Edition.
  19. Robinson, P., 1987, Perspectives in the Sociology of Education: An Introduction, London: Routledge and Kegan Paul.
  20. Sen, Amartya, 1992, Inequality re-examined, Delhi: Oxford University Press.
  21. Shatrugan, M., 1988, Privatising Higher Education, EPW. Pp. 2624.
  22. Ahmad Karuna, 1984, Social Context of Women's Education 1921-81, New Frontiers in Higher Education, No.3, pp.1-35.
  23. Durkheim, Emile, 1956, Education and Sociology, New York, Free Press.
  24. Friere, Paulo, 1972, Pedagogy of the Oppressed, Harmondsworth: Penguin Books.
  25. Halsey, A.K. et.al., 1961, Education, Economy, and Society: A reader in the Sociology of Education, New York: Free Press.
  26. Jayaram, N, 1990, Sociology of Education in India, Jaipur: Rawat Publication.
  27. Jefferey, R. and Alaka M. Basu, 1996, Girls' Schooling, Women's Autonomy and fertility Change in South Asia, New Delhi: Sage.
  28. Kamat, A.R., 1985, Education and Social Change in India, Bombay: Somalya.
  29. Karabel, J. and A.H. Halsey (eds.) 1977, Powers and Ideology in Education, New York: OxfordUniversity Press.
  30. Naik, J.P., 1975, Quality, Quantity and Equality in Education, New Delhi: Allied Publishers, Whole Book.
  31. Tyler, William, 1977, The Sociology of Educational Inequality, London: Methuen.

*VP*  
-24- Page  
*VP*  
*VP*  
*VP*  
*VP*  
*VP*



## MANDATORY RM

**Important Note:** Mandatory RM Course (i.e. Research Methodology) has two options, i.e. Quantitative Method in Social Research and Qualitative Method in Social Research. Student can opt that RM Course which he/she has to be applying in his/her research project of Semester Three and Semester Four of this PG program.

PAPER CODE : PGSO1M09

## RM1 : QUANTITATIVE METHOD IN SOCIAL RESEARCH

### Unit 1. Understanding Social Research:

- A. Meaning and nature of social research, research ethics and plagiarism
- B. Formulation of problem in social research, social survey and social research, research review and research gap
- C. References and citation in social research: APA, MLA, etc.

### Unit 2. Quantitative Social Research:

- A. Objectives and hypotheses
- B. Exploratory, descriptive, diagnostic and experimental designs
- C. Sampling methods: Techniques and types

### Unit 3. Methods of Data Collection in Quantitative Research:

- A. Observation: Participatory and Non-participatory, merits and demerits
- B. Questionnaire: Open and close ended questions, merits and demerits of questionnaire
- C. Structured interview: Its merits and demerits
- D. Use of Digital tools: Google Form, Survey Sparrow, Formplus, JotForm, Epocollect5

### Unit 4. Analysis and Interpretation of Data in Quantitative Research:

- A. Use of SPSS in Calculation of Central Tendencies, Standard deviation and Correlations
- B. Issues in the presentation and interpretation of quantitative data
- C. Testing of hypothesis

#### Suggested Readings:

1. Wilkinson, T. S., and P. L. Bhandarkar., Methodology and Techniques of Social Research,

Handwritten signatures and initials are present at the bottom of the page, including a large signature on the right and several smaller ones on the left.





PAPER CODE : PGSO1M09

## RM2 : QUALITATIVE METHOD IN SOCIAL RESEARCH

1. Introduction to Qualitative Research:
  - A. Difference between Quantitative and Qualitative Research, triangulation of method
  - B. Ethics in qualitative research
  - C. Research questions: Types, sensitizing concept and concept map
2. Research Designs in Qualitative Research:
  - A. Construction of Research Design: Components, Linear and Circular Process
  - B. Case Studies, Comparative Studies, Retrospective Studies, Oral History
  - C. Snapshot and Longitudinal studies
3. Sampling and Data Collection:
  - A. Theoretical sampling, Purposive sampling and Focus groups
  - B. Interviews: Focused, Semi-Standardized, Problem-centered, Expert and Ethnographic, In-depth interviews, Narrative Interviews, Episodic Interviews
  - C. Digital Research data tools: VisionsLive, LiveMinds, Kernwert, FocusVision, FlexMR, ittracks, Recollective
4. Analysis and Interpretation:
  - A. Documentation: Transcription, coding-types and content analysis
  - B. Data analysis: theoretical triangulation Content Analysis, techniques and tools, Atlas-ti, NVivo
  - C. Issues in presenting, analyzing and interpreting qualitative data

### Suggested Readings:

1. Wilkinson, T. S., and P. L. Bhandarkar., Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai, (Reprint, 2004)
2. Hughes, John., The Philosophy of Social Research, Longman, London, 1987.
3. D.A.de Vaus, Surveys in Social research, George Relem and Unwin, London, 1986.
4. Bose, Pradip Kumar, Research Methodology, ICSSR, New Delhi.
5. Nudge, John., The Origins of Scientific Research, Tavistock, London, 1970.
6. Barnes, John A., Who Should Know What? Social Science, Privacy and Ethics, Harmondsworth, Penguin, 1979.
7. Mukherjee, P.N., Methodology in Social Research: Dilemma and Perspectives, Sage Publications, New Delhi, 2000.
8. Moser, C.A. and Kalton, G, Survey Methods in Social Investigation, Heinemann, 1971.
9. Bhandarkar, P.L., Samajik Sanshodhan Padhati (Marathi).

Handwritten signatures and initials are present at the bottom of the page, including a large signature on the right and several initials on the left. A horizontal line is drawn across the page, with the text '- 27 - Page' written below it on the left side.



Yeshwant Rural Education Society's

**Yeshwant Mahavidyalaya, Wardha**

NAAC Reaccredited Grade 'B'

---

# SEMESTER: II

*[Handwritten signatures and text]*  
-28- | Page  
D. V. R. Bhanu  
K. S. Khadke





## MANDATORY PAPERS

PAPER CODE : PGSO2M01

### CONTEMPORARY SOCIOLOGICAL THEORY

#### Unit 1. Structuralism:

- A. A.R. Radcliffe-Brown : Anthropological Perspective
- B. Claude Levi-Strauss : Language, Mind and Society

#### Unit 2. Functionalism:

- A. Bronislaw Malinowski : Anthropological Approach
- B. Robert K. Merton : Paradigms and Codification
- C. Talcott Parsons : Analytical Functionalism

#### Unit 3. Conflict Theory :

- A. Ralf Dahrendorf : Conflicts in Industrial Society
- B. Lewis Coser : Conflict Functionalism

#### Unit 4. Symbolic Interactionism

- A. G.H. Mead : Mind, Self and Society
- B. Erving Goffman : Dramaturgy

#### Suggested Readings:

1. Ritzer, George. Sociological Theory, Mac-Graw-Hill, 2000.
2. Ritzer, George. Encyclopedia of Social Theory, Vol. I&II. Sage Pub. 2005.
3. Giddens and Turner (eds.). Social Theory Today, Cambridge: Polity Press, 1987.
4. Abraham, M.F. Modern Sociological Theory, New Delhi: OUP, 1990.
5. Haralambos and Holborn. Sociology: Themes and Perspective. Fifth Edition, Collins, 2000.
6. Calhoun, Craig, Rojek, Chris & Bryan Turner. The Sage Handbook of Sociology, Sage Publications, 2005.
7. Ritzer, George and Barry Smart. Handbook of Social Theory, Sage Publications, 2001.
8. Ruth A. Wallace and Alison Wolf. Contemporary Sociological Theory, 6<sup>th</sup> Edition, Eastern Economy Edition, Prentice-Hall of India, New Delhi, 2008.
9. David Ashley and David, Michael Orenstein. Sociological Theory, Sixth Edition, Pearson Education, 2005.
10. Tim Delaney. Contemporary Social Theory, Pearson Education, 2008.
11. Jonathan, H. Turner. The Structure of Sociological Theory, Rawat Publications, Jaipur, 1987.
12. Anthony Elliott. Contemporary Social Theory, London: Routledge and Kegan Paul, 2009, Indian Reprint, 2010

-29- | Page

*VA Bhanage*  
*17/7/23*

*Arade*  
*17/7/23*

*17/7/23*



PAPER CODE : PGSO2M02

## PERSPECTIVES ON INDIAN SOCIETY - II

### Unit 1. Social Change in Indian Society

- A. Avijit Pathak: Secular Modernity, Culture as an Arena of Struggle.
- B. Dipankar Gupta : Modernization of Social, Economic and Political Life

### Unit 2. Perspectives on Development

- A. Amartya Sen: Development as Freedom, Capability, Choice and Social Welfare.
- B. Abhijeet Banerjee: Experimental Approach in Development Economics, Development and Poverty Elevation, Universal Ultra Basic Income.

### Unit 3. Power Politics and Social Change

- A. A R Desai: Social Background of Indian Nationalism, Peasant Struggles and Transformation
- B. M.K. Gandhi: Swadeshi, Satyagrah, Basic Education, Issue of untouchability

### Unit 4. Civilization Perspective

- A. Surjit Sinha: Tribe-Caste Continuum, Tribe-Peasant Continuum. Tribal Movements.
- B. N.K. Bose : Indian civilization and tribal assimilation in Hindu main stream

### Suggested Readings

1. Surinder Jodhka, (2013) Interrogating India's Modernity: Democracy, Identity, and Citizenship, Oxford University Press.
2. Pathak Avijit. 1998, Indian Modernity, Aakar Books.
3. Pathak Avijit. 2006, Modernity Globalization and Identity, Aakar Books.
4. Hamilton Lawrence. 2020 How to read Amartya Sen, Penguin Random House
5. Banerjee Abhijit; Duffo Esther. 2011, Poor Economics: Rethinking Poverty & the Ways to End It, Penguin Books.
6. Banerjee Abhijit; Duffo Esther. 2019, Good Economics for Hard Times: Better Answers to Our Biggest Problems. Juggernaut.
7. Rege Sharmila. 2006, Writing Caste/Writing Gender, Zubaan Publication.
8. Rege Sharmila. 2018. Gendering Caste: Through A Feminist Lens, Sage.
9. Rege Sharmila. 2003, Sociology of Gender: The Challenge of Feminist Sociological Thought, Sage.
10. Liberal Patricia. 1997, Family Kinship and Marriage in India, OIP.
11. Bhasin Karmia. 2000, Understanding Gender, Kali for women.
12. Bhasin Karmia. 2004, Exploring Masculinity, Women Unlimited.

-30- |





PAPER CODE : PGSD2M03

**SOCIOLOGY OF CHANGE AND DEVELOPMENT**

**Unit 1. Understanding Social Change:**

- A. Related concepts of social change: evolution, progress, growth, development and transformation
- B. Theories of social change: socio-psychological and conflict theories
- C. Factors of social change: demographic, economic, religious, bio-tech, info-tech and media

**Unit 2. Processes of Social Change in Contemporary India:**

- A. Sanskritization and Westernization
- B. Modernization and Secularization
- C. Industrialization, Migration and Urbanization

**Unit 3. Approaches to Development:**

- A. Modernization approach
- B. Dependency approach
- C. Neo-liberal approach (MNCs, TNCs, WTO)

**Unit 4. Social Structure and Development:**

- A. Structure as a facilitator/inhibitor of development
- B. Culture as an aid or impediment to development
- C. Development and displacement, sustainable development

**Suggested Readings:**

1. Bryce F. Ryan, Social and Cultural Change, The Ronald Press Company, New York, 1969.
2. Wood Charles, Roberts Bryan (ed), 2005, Rethinking Development in Latin America, Peen State Press.
3. Preston P.W., 1982, The Theories of Development, London Routledge, Kegan Paul.
4. Abraham, M.F., 1990, Modern Sociological Theory: An Introduction, New Delhi, OUP.
5. Agarwal, B., 1994, A Field of One's Own: Gender and Land Rights in South Asia, Cambridge, Cambridge University Press.
6. Appadurai, Arjun, 1997, Modernity at Large: Cultural Dimensions of Globalization, New Delhi, OUP.
7. Dereze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity, New Delhi, OUP.
8. Desai A.R., 1985, India's Path of Development: A Marxist Approach, Bombay, Popular Prakashan (Chapter 2). 9. Desai A.R., 1971, Essays on Modernization of Underdeveloped Societies, Thacker and Co, Bombay.
9. Giddens Anthony, 1996, "Global Problems and Ecological Crisis", in Introduction to Sociology, IInd Edition, New York, W.W. Norton & Co.
11. Harrison, D., 1989, The Sociology of Modernization and Development, New Delhi, Sage.

Handwritten signatures and initials are present at the bottom of the page, including a large signature on the left and several smaller ones on the right. There is also some handwritten text in the center, possibly a date or name.



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

12. Haq, Mahbub Ul, 1991, Reflections on Human Development, New Delhi, OUP.
13. Moore Wilbert E., and Robert Cook, 1967, Social Change, New Delhi, Prentice-Hall of India.
14. Sharma S.L., 1980, "Criteria of Social Development", Journal of Social Action, Jan-Mar.
15. Sharma S.L., 1986, Development: Socio-Cultural Dimensions, Jaipur, Rawat (Chapter I).
16. Sharma S.L., 1994, "Salience of Ethnicity in Modernization: Evidence from India", Sociological Bulletin, Vol.39, Nos. 1 & 2, pp. 33-51.
17. Srinivas M.N., 1966, Social Change in Modern India, Berkeley, University of Berkeley.
18. Symposium on Implications of Globalization, 1995, Sociological Bulletin, Vol.44, (Articles by Mathew, Panin and Pathy).
19. UNDP. Sustainable Development, New York, OUP.
20. World Bank. 1995, World Development Report, New York.
21. Amin, Samir, 1979, Unequal Development, New Delhi, OUP.
22. Giddens Anthony, 1990, The Consequences of Modernity, Cambridge, Polity Press.
23. Kieley, Ray and Phil Marfleet (eds.), 1998, Globalization and the Third World, London, Routledge.
24. Sharma, S.L., 1992, "Social Action Groups as Harbingers of Silent Revolution", Economic and Political weekly, Vol. 27, No. 47.
25. Sharma, S.L., 1994, "Perspectives on Sustainable Development in South Asia: The Case of India" in Samad (ed.), Perspectives on Sustainable Development in Asia, Kuala Lumpur, ADIPA.
26. Sharma, S.L., 2000, "Empowerment Without Antagonism: A Case for Reformulation of Women's Empowerment Approach", Sociological bulletin, Vol.49., No.1.
27. UNDP, 1997, Human Development Report, New York, Oxford University Press.
28. Wallerstein Immanuel, 1974, The Modern World System, New York, OUP.
29. Waters, Malcolm, 1995, Globalization, New York, Routledge and Kegan Paul.
30. World Commission on Environment and Development, 1987, Our Common Future, (Brundland Report), New Delhi, OUP.
31. Daniel Lerner. The Passing of Traditional Society, Glencoe: The Free Press, 1958.
32. Alan Peshkin and Ronald Cohen. The Values of Modernization, Journal of Developing Areas, Vol. 2, 1967.
33. Leslie A. White. The Evolution of Culture: The Development of Civilization to the Fall of Rome, New York: McGraw-Hill, 1959.
34. Julian Steward. Theory of Culture Change: The Methodology of Multilinear Evolution, University of Illinois Press, 1955.
35. Alex Inkeles, The Modernization of Man, in Rajendra Pandey (ed.), Modernization and Social Change, Criterion Publications, New Delhi, 1988.
36. Myron, Weiner. Modernization: The Dynamics of Growth (ed.), New York: Basic Books, 1966.
37. S.C. Dube. Modernization and its adaptive Demands on Indian Society, in Rajendra Pandey (ed.), Modernization and Social Change, Criterion Publications, New Delhi, 1988.
38. S.C. Dube, Understanding Change, Vikas Publishing House Pvt. Ltd., New Delhi, 1992.
39. Haralambos and Holborn. Sociology: Themes and Perspective. Fifth Edition, Collins, 2000.
40. Moor, Wilbert and Robert Cook, Social Change, New Delhi: Prentice-Hall of India, 1967.

-33- | Page

1009-P  
Dr. P. D. Sharma

OR -

Sharma

Sharma

Sharma



PAPER CODE : PGSO2M04

## SOCIOLOGY OF RELIGION - II

### Unit 1. Religion in Contemporary Society:

- Jürgen Habermas: The place of religion in rational dialogue
- Niklas Luhmann: Religion as function
- Peter L. Berger and Thomas Luckmann: Religion as social construction
- Pierre Bourdieu: Religion and social practice

### Unit 2. Religion in Public Sphere:

- Religious nationalism
- Religion and political power
- Religious movements
- Proselytism

### Suggested Readings:

- Weber, M. The Sociology of Religion, Boston, Mass: Beacon Press, 1963.
- Eliade, H. The Sacred and the Profane: The Nature of Religion, New York: Harcourt, Brace and World, 1959.
- Durkheim, E. The Elementary Forms of Religious Life, London: Allen and Unwin, 1915.
- Fischer, M.N.J. Iran: From Religious Dispute to Revolution, Cambridge, Mass: Harvard University Press, 1980.
- Baird, Robert D, (ed.) 1995 (3<sup>rd</sup> edition) Religion in Modern India, Delhi, Manohar.
- Jones, Kenneth W., 1989, Socio-Religious Reform Movements in British India, The New Cambridge History of India III - I),Hyderabad, Orient Longman.
- Madan T.N. (ed.) 1992, (enlarged edition), Religion in India, New Delhi, Oxford Press.
- Mazumdar H.T., 1986, India's Religious Heritage, New Delhi, Allied Publishers.
- Roberts, Keith A., 1984, Religion in Sociological Perspective, New York, Dorsey Press.
- Shakar Molin (ed.) 1989, Religion, State and Politics in India, Delhi, Ajanta Publications.
- Turner Bryan. S., 1991 (2<sup>nd</sup> edition) Religion and Social Theory, London, Sage Publications.
- Robinson, Rowena, 2004, Sociology of Religion in India, Sage, India.

34 | Page

*[Handwritten signatures and initials in blue and green ink, including 'P.K.', 'D.V.P. Bharti', '17/7/23', 'Akhade', and 'Juh'.]*



## ELECTIVE COURSES

**Important Note :** Continue your elective's group in second seminar. For example, if you opt G1P1 in first semester, then opt G1P2 in second. It is equally applicable to all four groups.

PAPER CODE : PGSOZE05

### G1P2 : RURAL AND URBAN TRANSFORMATION

#### Unit I : Changing Rural Community

- A. Changing Inter-Community Relations - Decline of Jajmani System, From Caste to Class, Impact of Globalization and Democratic Politics, Caste violence, Caste-Tribal Conflicts
- B. Caste-Tribal Settlement - Ruaralization of Tribes, Migration of Tribes-Castes, Secured Forests, Mutual Adaptations

#### Unit II : Changing Agrarian System

- A. Changing Agrarian Economy - Decline of Agrarian System, Factors of De-Peasantization of Rural Population and impact, Factors of Migration to cities and Impact.
- B. Changing Agrarian Relations - Factors responsible for Changing Agrarian Social Structure, Inter-community relations and violence. Land Ownership & Change in Agrarian Relations, Emergence of Class relations in rural society, Agrarian Unrest and Peasant Movements

#### Unit III : Changing Urban Community

- A. Urbanism - Concept and Meaning, Development of Urbanity, Factors and Impact Urbanization
- B. Towns, Cities and Mega-Cities - Concepts, Development and Variance in Issues, Industries, Service Sectors and Businesses as Factors and Network-BUILDER of Urbanization.

#### Unit IV : Changing Human Relations in Urban Society

- A. Urban Middle Class - Factors of Emergence and its Impact. Township - Emergence of Gated Communities and Exclusiveness. Changing Neighborhood within gated communities.

*[Handwritten signatures and notes]*

DR. V. R. BHARGAVA  
17/7/23

35-1 Page



B. Slums - Factors of Development and issues. Bastis in Cities - Ethnic, Class, Religion and Caste based issues of settlement of Bastis. Different Urban Movements and Urban Violence.

**Suggested Reading:**

1. Beyond Hindu and Muslim: Multiple identity in Narratives from village India, Peter Gottschalk, OUP, 2000
2. Caste, Class and Power, Andre Betelleie, University of California Press, 1965
3. New Directions in the Sociology of Global Development, Vol 11, Fredrick H. Buttel & Philip McMichael, Elsevier, Amsterdam, 2005
4. City, Phil Hubbard, Routledge, New York, 2006
- Urbanization unlimited: A Thematic Journey, Johannes Fiedler, Springer, New York, 2004
5. The City, Gary Bridge & Sophie Watson, Wiley-Blackwell, Chichester, 2011
6. Cosmopolitan Urbanism, J. Binnie, J. Holloway and others, Routledge, London, 2006
7. Cities and Urban Cult

*Handwritten notes and signatures:*  
-36-IP 2023  
DTP  
Bhanu  
BR-  
17/11/23  
AChade  
[Signatures]





PAPER CODE : PG502E06

## G2P2 : WOMEN IN INDIAN SOCIETY

### Unit 1. The Changing Profile of Women in India:

- The changing status of women in pre-colonial, colonial and post-colonial India
- The demographic profile - the gender gap (Census, NSS)
- Gender in caste, class and religion

### Unit 2. Patriarchy and Women in India:

- Women's role in decision making: family, health and reproductive behavior.
- Women's situation in India: Socio-cultural taboos, economic and political deprivation, sexual exploitation, etc.

### Unit 3. Women and Social Institutions:

- Education: Gender based participation in educational institutions
- Economy: Sexual division of labour, unequal payments, and marginalization of women
- Polity: Gender based participation in politics; reservations for women and political empowerment

### Unit 4. Women and Social Issues:

- Development
- Communalism
- Crime and violence
- Education, employment and empowerment

### Suggested Readings:

- Altekar, A.S., 1983, The Position of Women in Hindu Civilization, Delhi, Motilal Banarasidas, Second Edition, Fifth Reprint.
- Chodrow, Nancy, 1978, The Reproduction of Mothering, Berkeley/University of California Press.
- Desai Neera and M Krishnaraj, 1978, Women and Society in India, Delhi, Ajanta.
- Dube Leela et al (eds.) 1986, Visibility and Power: Essays on Women in Society and Development, New Delhi, OUP.
- Forbes G., 1998, Women in Modern India, New Delhi, Cambridge University Press.
- Maccoby, Eleanor and Carol Jackin, 1975, The Psychology of Sex Differences, Stanford, Stanford University Press.
- Mc Cormack, C and M. Strathern (ed.) 1980, Nature, Culture and Gender, Cambridge, Cambridge/University Press.
- Myers, Kristen Anderson et al, (eds.) 1998, Feminist Foundations: Towards Transforming Sociology, New Delhi, Sage.

-37-  
[Handwritten signatures and initials]



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

9. Oakely, Ann., 1972, Sex, Gender and Society, New York, Harper and Row.
10. Sharma, Ursula, 1983, Women, Work and Property in North-West India, London, Tavistock.
11. Shulamitz, Reinharz and Lynn Davidman, 1991, Feminist Research Methods, New York, Oxford University Press.
12. Srinivas, M.N., Caste Its Modern Avatar, New Delhi, Penguin (Leela Dube's Article on Caste and Women)
13. Vali, S and K Sangari, 1989, Recasting Women Essays in Colonial History, New Delhi.
14. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
15. Channa Karuna, 1988, Socialization, Women and Education: Explorations in Gender Identity, New Delhi, Orient Longman.
16. Dube Leela, 1997, Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia, Tokyo, United Nations University Press.
17. Gandhi, N and N. Shah, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi.
18. Ghadially, Rehana, (ed.) 1988, Women in Indian Society, New Delhi, Sage.
19. Jaywardene, Kuman, 1991, Feminism and Nationalism in the Third World, New Delhi.
20. Miss Maria, 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept.
21. Omvedt Gali, 1975, Caste, Class and Women's Liberation in India, Bulletin of Concerned Asian Scholars.
22. Pardeshi, Pratima, 1988, Dr. Ambedkar and the Question of Women's Liberation in India, Pune, WSC, University of Pune.

*Handwritten signatures and initials in blue ink:*  
-38- Page  
D.V.P. D.V.P. D.V.P.  
Athade  
P. P. P.



PAPER CODE : PGSO2E07

## G3P2 : SOCIAL MOVEMENTS IN INDIA

### Unit 1. Understanding Social Movements in India:

- History and origin of social movements in India
- Causes and consequences of social movements
- Caste, class and social movements in India

### Unit 2. Traditional Social Movements:

- Peasant and tribal Movements
- Women's movement
- Trade union and nationalist movements

### Unit 3. New Social Movements:

- Dalit and ethnic movements
- Students' Movements
- Ecological and environmental movements

### Unit 4. Consequences of Social Movements:

- Social movements, state and civil Society in India
- Social movements, social change and development

### Suggested Readings:

- Banks, J.A., 1972, The Sociology of Social Movements, London, Macmillan.
- Desai, A.R., (ed.) 1979, Peasant Struggles in India, Bombay, Oxford University Press.
- Dhanagare D.N., 1983, Peasant Movements in India 1920-1950, Delhi, OUP.
- Gore M.S., 1993, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi, sage.
- Dommen T.K., 1990, Protest and Change: Studies in Social movements, Delhi, Sage.
- Rao M.S.A., 1979, Social Movements in India, New Delhi, Manohar.
- Singh K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
- Selliot Eleanor, 1995, From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, Manohar.
- Gouldner A.W., 1950, (ed.) Studies in Leadership, New York, Harper and Brothers.
- Dommen T.K., 1972, Charisma, Stability and Change: An Analysis of Bhoodan Gramdan Movement, New Delhi, Thomas Press.
- Shah Ghanshyam, 1990, Social movements in India: A Review of the Literature, Delhi, Sage.

- 39 - Page

*[Handwritten signatures and dates]*

17/7/23



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

12. Shah Mandita, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movements in India.
13. Shiva Vandana, 1991, Ecology and the Politics Survival, New Delhi, Sage

Handwritten signatures and initials in green and blue ink. A stamp reads "40-Page".



PAPER CODE : PGSO2E08

## G4P2 : EDUCATION AND SOCIETY IN INDIA

### Unit 1. Socio-historical Context of Education in India:

- Education in pre-colonial and colonial India
- Education in post-colonial and modern India
- Significance of education in India

### Unit 2. Equality of Educational Opportunity:

- Educational diversities and disparities: region, tribe, caste, gender and rural urban community
- Equity and equality: positive discrimination and constitutional provisions
- Debate of equity, excellence and efficiency

### Unit 3. Issues in education:

- Privatization of education
- Intervention of state in education
- Education, scientific attitudes and modernization

### Unit 4. State and Education in India:

- Basic education and social development
- Education: skill development, globalized market and social mobility
- Crisis in higher education system, governance and finance

### Suggested Readings:

- Herzambos, Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Fifth Edition, Collins, London.
- Acker, S, 1994, Gendered Education: Sociological Reflections on Women,, Buckingham: Open University Press.
- Banks, Olive, Sociology of Education, (2<sup>nd</sup> Ed.), London: Batsford, 1971.
- Banks, James A. and Lynch, James (eds.) 1986, Multicultural Education in Western Societies, London: Holt Saunders.
- Blackledge, D. and Hunt, B., 1985, Sociological Interpretations of Education, London: Croom Helm.
- Brint, Steven, 1998, Schools and Societies, Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
- Uttam B. Bhoite, 2009, Higher Education in India: A System on the Verge of Chaos, Sociological Bulletin, Vol.58, No.2, May-August.
- Channa, Karuna, 1988, Socialization, Education and Women: Explorations in Gender Identity, New Delhi: Orient Longman.
- Chanana, Karuna, 1979, „Towards a Study of Education and Social Change“. In Economic and Political Weekly, 27, 14 (4): 157-64.
- B.K. Swain, 1998, Changing Occupational Structure in Vidarbha, India, Himalaya Publishing House, Mumbai.

Handwritten signatures and initials are present at the bottom of the page, including 'Aenacle' and 'Ajay Chaudhary'.



11. Chitnis, Suma and P.G. Albach, 1993, Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage.
12. Craft, Maurice, (e.d), 1970, Family, Class and Education: A Reader, London: Longman.
13. Dreze, Jean and Amartya Sen, 1995, Indian Economic Development and Social Opportunity, Oxford: Oxford University Press.
14. Gandhi, M.K., 1962, Problems of Education- Ahmedabad: Navjeevan Prakashan.
15. Gore, M.S. et.al. (ed.), 1975, Papers on the Sociology of Education in India, New Delhi, NCERT.
16. Halsey, A.H., Hugh Lander, Phillips Brown and Amy S. Wells, 1997, Education, Culture, Economy and Society, Oxford, Oxford University Press.
17. Jejeebhoy, Shireen, 1995, Women's Education, Autonomy and Reproductive Behaviour, Oxford: Clarendon Press.
18. Meighan, Ronald and Iram Siraj- Blatchford, 1997, A Sociology of Educating, London: Cassell, Third Edition.
19. Robinson, P., 1987, Perspectives in the Sociology of Education: An Introduction, London: Routledge and Kegan Paul.
20. Sen, Amartya, 1992, Inequality re-examined, Delhi: Oxford University Press.
21. Shatrugan, M., 1988, Privatising Higher Education, EPW. Pp. 2624.
22. Ahmad Karuna, 1984, Social Context of Women's Education 1921-81, New Frontiers in Higher Education, No.3, pp.1-35.
23. Durkheim, Emile, 1956, Education and Sociology, New York, Free Press.
24. Friere, Paulo, 1972, Pedagogy of the Oppressed, Harmondsworth: Penguin Books.
25. Halsey, A.K. et.al., 1961, Education, Economy, and Society: A reader in the Sociology of Education, New York: Free Press.
26. Jayaram, H, 1990, Sociology of Education in India, Jaipur: Rawat Publication.
27. Jefferey, R. and Alaka M. Basu, 1996, Girls' Schooling, Women's Autonomy and fertility Change in South Asia, New Delhi: Sage.
28. Kamat, A.R., 1985, Education and Social Change in India, Bombay: Somaiya.
29. Karabel, J. and A.H. Halsey (eds.) 1977, Powers and Ideology In Education, New York: OxfordUniversity Press.
30. Naik, J.P., 1975, Quality, Quantity and Equality in Education, New Delhi: Allied Publishers, Whole Book.
31. Tyler, William, 1977, The Sociology of Educational inequality, London: Methuen.

Handwritten signatures and initials in blue and green ink, including a date stamp '12/12/23' and the name 'Shade'.



## MANDATORY : FP

PAPER CODE : PGSO2M09

### FIELD PROJECT

#### Directions :

1. To Develop Understanding of Sociological Concept, Methodology and Theory with field interaction/Induction (Practical assignment)
2. Field Project must be 4 credits (120 hours: 2 days orientation before field induction, 16 days field engagement (6 hours per-day), Report writing, Presentation, and subject viva-voce)
3. Selection of topic - Student should discuss with supervisor and finalize the topic and field area/setting.
4. Orientation about field project - Department/institution should provide orientation workshop for field work, its procedure, report writing, documentations (written, audio-visual, etc.), field-diary, certification, etc.
5. Field work - Field work should be in any community, or with any NGO/GO/CBO, or with any Institution.
6. Report writing -
  - A. Daily Report writing: Objectives, Work done, Observation and daily reflection on field
  - B. Final Report writing: Field Project report (Introduction of FP, Methodology, Process, Discussion, Outcomes and Concluding remark, learning and critical reflection of sociological thoughts)
7. Field Dairy: It is must for assessment of the students. It should mention reporting time, date and day, write field Notes/points/memos during field interaction.
8. Attendance and Certification (for 96 hours field engagement): Student should submit the certificate from authority where he/she/they complete his/her/their field-work, viz. Formal head (Sarpanch/Member of Municipal Corporation etc.) of Community or authority of NGO/GO/CBO, or Institution regarding his/her/their attendance and field work in field setting.

Handwritten signatures and initials are present at the bottom of the page, including a green signature, a signature with 'SRU' next to it, a signature with '20/12/23' below it, a signature with 'Anade' below it, and a signature with 'Copy Chaudhary' below it. There is also a stamp that says 'DR P.P. Bhanu'.



Yeshwant Rural Education Society's

**Yeshwant Mahavidyalaya, Wardha**

NAAC Reaccredited Grade 'B'

# SEMESTER: III

*[Handwritten signatures and initials]*  
-44-Page  
307 VR 15/02/2024  
Achade  
Chyng Chaudhary





## MANDATORY PAPERS

PAPER CODE : PGSO3M01

### MODERN SOCIOLOGICAL THEORY

#### Unit 1 : Structuration

- A. Anthony Giddens : Agency and Structure
- B. Margaret Archer : Culture and Agency

#### Unit 2. Post-structuralism

- A. Jacques Derrida - Signifier, significant & Deconstructionism
- B. Michel Foucault - Knowledge and Power, Archaeology of Knowledge

#### Unit 3. Critical Theories

- A. George Lukacs, Antonio Gramsci, Louis Althusser
- B. Max Horkheimer, Theodor Adorno, Herbert Marcuse

#### Unit 4. Phenomenology & Ethnomethodology

- A. Phenomenology : Alfred Schutz, Peter Berger
- B. Ethnomethodology : Harold Garfinkel, Clifford Geertz

#### Suggested Readings:

1. Ritzer, George. Sociological Theory, Mac-Graw-Hill, 2000.
2. Ritzer, George. Encyclopedia of Social Theory, Vol.I&II. Sage Pub. 2005.
3. Giddens and Turner (eds.). Social Theory Today, Cambridge: Polity Press, 1987.
4. Abraham, M.F. Modern Sociological Theory, New Delhi: OUP. 1990.
5. Haralambos and Holborn. Sociology: Themes and Perspective. Fifth Edition, Collins. 2000.
6. Calhoun, Craig, Rojek, Chris & Bryan Turner. The Sage Handbook of Sociology, Sage Publications, 2005.
7. Ritzer, George and Barry Smart. Handbook of Social Theory, Sage Publications, 2001.
8. Ruth A. Wallace and Alison Wolf. Contemporary Sociological Theory, 6<sup>th</sup> Edition, Eastern Economy Edition, Prentice-Hall of India, New Delhi, 2008.
9. David Ashley and David, Michael Orenstein. Sociological Theory. Sixth Edition, Pearson Education, 2005.
10. Tim Delaney. Contemporary Social Theory, Pearson Education, 2008.
11. Jonathan, H. Turner. The Structure of Sociological Theory, Rawat Publications, Jaipur, 1987.
12. Anthony Elliott. Contemporary Social Theory, London: Routledge and Kegan Paul, 2009, Indian Reprint, 2010

Handwritten signatures and initials are present at the bottom of the page, including a large signature on the left, a signature in the center, a signature on the right, and a signature on the far right. There are also some handwritten numbers and marks.



PAPER CODE : PGSO3M02

## FEMINIST SOCIOLOGICAL THINKERS

### Unit 1 : Classical Liberal Feminism

- A. Simone de Beauvoir : The Second Sex - existentialist perspective
- B. Betty Friedan : The Feminist mystique and critique on Freud

### Unit 2 : Radical Feminism

- A. Kate Millett : Politics and Revolution of Sexuality
- B. Shulamith Firestone Reconstruction of Historical Materialism and Dialectics of Sex

### Unit 3 : Marxist and Socialist Feminism

- A. Juliet Mitchell : Women's Estate, Psychoanalysis and Feminism
- B. Sheila Rowbotham : Critique of Marxism and Marxist Feminism

### Unit 4 : Post Modern and Black Feminism

- A. Judith Butler : Deconstruction of Sex and Gender, Politics of Gender
- B. Issues in Black feminism and inequality in oppression

### Suggested Reading

- Simon de Beauvoir, The Second Sex, Penguin Books, (1981)
- Simon de Beauvoir, The Ethics of Ambiguity, Philosophical Library, New York (1947)
- Shulamith Firestone, the Dialectics of Sex : The case for Feminist Revolution, Frogmore, Paladin
- Betty Friedan, The Famine Mystique, Penguin, Harmondsworth, 1979
- Betty Friedan, The Second Stage, Summit Books, New York, 1981
- Kate Millett, Sexual Politics, Ballantine Books, New York, 1980
- Juliet Mitchell, Women's Liberation, Marxism and the Socialist Family, in Bikku Parekh's the Concept of Socialism, Ambika Publication, Delhi, 1976
- Juliet Mitchell, Psychoanalysis and Feminism, Penguin Books, Harmondsworth, 1974
- Juliet Mitchell, Women the Longest Revolution, Pantheon Books, New York, 1984
- Sheila Rowbotham, Socialist Feminism, Pluto Press, London, 1978
- Sheila Rowbotham, Women, Resistance and Revolution, The penguin, London, 1972
- Stevi Jackson and Jackie Jones, Contemporary Feminist Theories, Rawat, Jaipur, 2011
- Stantle James and Abena Busia, Theorizing Black Feminism, Routledge, 1993
- Sara Salih, Judith Butler, Routledge, New York, 2002
- Gill Jagger, Judith Butler: Sexual Politics, Social Change and Power of Performative, Routledge, 2008

Handwritten signatures and initials are present at the bottom of the page, including "VNL", "SR", "Anade", "Anude", and "Smt. Chudhy".



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

PAPER CODE : PGSD3M03

**GLOBALIZATION AND SOCIETY**

**Unit 1. Understanding Globalization:**

- A. Concept: definition and distinctive characteristics of globalization
- B. Processes of globalization: Westernization, Easternization, Americanization and Anti-Americanization

**Unit 2. Global Structure:**

- A. Neo-liberalism and Neo-Marxian alternatives, nation-state, imagined community
- B. Civil Society, cultural hybridization, cultural convergence

**Unit 3. Agencies of Globalization**

- A. Economic agencies, viz. Multinational Corporations (MNCs), WTO; Political agencies, viz. Government & Non-Governmental Organizations (NGOs)
- B. Cultural Agencies: Mass Media & ICT

**Unit 4. Challenges of Globalization:**

- A. Inequality, poverty, rural-urban & majority-minority divide
- B. Religious fundamentalism, conflict over natural resources

**Suggested Readings:**

1. Appadurai, Arjun, 1997, *Modernity at Large: Culture Dimensions of Globalization*, New Delhi, OxfordUniversity Press.
2. Applebaum R. and Robbison W., 2005, *Critical Global Studies* Routledge, New York.
3. Cohen Robin and Shirin M, (ed), *Global Social Movements*, The Athlone Press, London.
4. Dubhashi P.R., 2002, *Peoples Movement against Globalism Capitalism: EPW Feb. 9.*
5. Drezem Jean and Amartya Sen, 1996, *Indian Economic Development and Social Opportunity*, Delhi, OUP.
6. Giddens Anthony, 2000, *Runawat World: How globalization is reshaping our lives*, Routledge, New York.
7. Escobar, Arturo, 1995, *Encountering Development: The Making and Unmaking of the Third World*, Princeton, Princeton University Press.
8. Hoogvelt, Ankie, 1997, *Globalization and the Post-Colonial World - The New Political Economy of Development*, London, Macmillan.
9. Hoogvelt, Ankie, 1998, *The Sociology of Development*, London, Macmillan.
10. Jha Avlnash, 2000, *Background to Globalization*, Centre for education and Documentation, Mumbai.
11. Kofman and Young, 2003, *Globalization, Theory and Practice*, Continuum, London.

Handwritten signatures and initials are present at the bottom of the page, including 'D.V. Verkhane', 'A. Chavale', and 'Ajay Chaudhary'.



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

12. Kiely, Ray and Phil Marfleet (eds.) 1998, Globalization and the Third World, London, Routledge.
13. Lechner F. and Boli J. (ed), 2000, The globalization, Blackwell Oxford.
14. Preston, P.W., 1996, Development Theory - An Introduction, Oxford, Blackwell.
15. Schuurman Frans J. (ed), 2002, Globalization and Development Studies, Sage Publications, New Delhi.
16. Waters, Malcolm, 1996, Globalization, London, Routledge.

Handwritten signatures and initials in blue and green ink, including a green signature, a blue signature, and a blue signature with the name "Shade" written below it. There are also some illegible handwritten notes and a date "10/9/20" visible.



PAPER CODE : PG503M04

## SOCIAL PROBLEMS IN CONTEMPORARY INDIA

### Unit 1. Problem of inequality:

- A. Casteism and atrocities: Unequal distribution of power, oppression and discrimination, caste struggle and atrocities; **Inclusive policy**: Political Reservations and Reservation in education and Government Services, SC & OBC Commission, Atrocity Act
- B. Gender inequality: Patriarchal and patrilineal structure and denial of powers & authorities, sex roles, discrimination; socioeconomic-political consequences of sexism, constitutional provisions and gender sensitization

### Unit 2. Population, Space and Social problems:

- A. Population and Urban Problems: urban transformation due to migration, overpopulation, urban explosion; urban problems: health, habitat, natural resources, socio-economic and political problem; rapid modernization and use of technology
- B. Environment, social problems and solutions to social problems

### Suggested Readings:

1. Jagan, Sankar. (ed.), Social Problems and Welfare in India, Ashish, New Delhi, 1992.
2. Nandan, G.R. Indian Social Problems, Vol. I and II, Allied, Bombay, 1973.
3. Ahuja, Ram. Social Problems in India, Rawat, Jaipur, 2002.
4. Jain, Prabha Shasi and Singh Mamta. Violence Against Women, Radha, New Delhi, 2001.
5. Mishra, Girish and Pandey Brajkumar. White-Collar Crimes, Gyan, New Delhi, 1998.
6. Ahmad, Siddique. Criminology (5<sup>th</sup> ed.), Eastern Book Company, New Delhi, 2005.
7. Paranjape, N.P. Criminology (12<sup>th</sup> ed.), Central, Allahabad, 2005.
8. Attar, Chand. Poverty and Underdevelopment: New Challenges, Gyan, New Delhi.
9. Horton, Paul B and Leslie, Gerald R. The Sociology of Social Problems (Fifth ed.), Prentice-Hall, New Jersey, 1974.
10. Weinberg, M.S., Rubington Earl Sue Kiefer Hammersmith. The Solution of Social Problems-Five Perspectives, (2<sup>nd</sup> Edition), OUP, New York, 1981.

Handwritten signatures and dates at the bottom of the page, including a date stamp: 17/12/23.





- Mencher, J. „The Caste System Upside Down“, in Dipankar Gupta (ed.): Social Stratification (93-109), Delhi:OUP, 1991.
- Vasanth and Kannabiran K. „Caste and Gender: Understanding Dynamics of Power and Violence“, in Anupama Rao (ed.) Gender and Caste (249-60), Delhi: Kali For Women.
- Weber, M. 1978. Economy and Society, Berkeley: University of California Press, (Vol. 1, Part-1, Chapter 4.; Vol. 2, Part-2, Chapter 9, Section 6).
- Wesolowski, W. 1979. Classes, Strata and Power, London: Routledge and Kegan Paul. (Chapters 1 and 3)
- Wright, Olin E. 1985. Classes, London: Verso (Chapter 3)
- Marx, K. 1975. The Poverty of Philosophy, Moscow: Progress Publishers (Chapter 2, Section 5).
- Milliband, R. 1983. Class, Power and State Power, London: Verso (Chapter 1).
- Betelle, A. 1983. The Idea of Natural Inequality and other Essays, Delhi: OUP, pp. 7-32
- Sen, A. 1990. „Gender and Cooperative Conflicts“, in Irene Tinker (ed.): Persistent Inequalities (123-49), New York: OUP.
- Pairwala, R. 2000. „Family: Power Relations and Power Structures“, in C. Kramarae and D. Spender (eds.): International Encyclopedia of Women: Global Women's Issues and Knowledge, vol.2: 669-74), London: Routledge.
- Nazumdar, V and Sharma, K. 1990. „Sexual Division of Labour and the Subordination of Women: A Reappraisal from India“, in Irene Tinker (ed.): Persistent Inequalities (185-97), New York: OUP.
- Chakravarti, U. 1995. „Gender, Caste, and Labour“, EPW, 30 (36): 2248-56.
- Kapadia, K. 1996. Sive and Her Sisters: Gender, Caste, and Class in Rural South India, Delhi: OUP. (Part 3).
- Chowdhry, P. 1997. „Enforcing Cultural Codes: Gender and Violence in Northern India“, EPW, 32(19): 10119-28.

*[Handwritten signatures and initials in blue and green ink, including names like 'Shade' and 'Chowdhry']*



PAPER CODE : PG503E06

## G2P3 : SOCIOLOGY OF SOCIAL EXCLUSION

### Unit 1. Understanding the Concept of Social Exclusion:

- A. Meaning, definition and nature of social exclusion
- B. Western Theories: Marxist - Capitalism and social exclusion, Amartya Sen: Deprivation and social exclusion

### Unit 2. Social Categories and Social Exclusion:

- A. Caste and social exclusion
- B. Gender, patriarchy and social exclusion
- C. Ethnicity and social exclusion, with reference to tribes

### Unit 3. Socio-Revolutionary Movements and Social Exclusion in India:

- A. Mahatma Jyotibha Phule and Savitribai Phule
- B. Chhatrapati Shahu Maharaj and Dr. B.R. Ambedkar
- C. Periyar Ramasamy,

### Unit 4. Social Exclusion and Inclusive Policies in India:

- A. Education, natural/ecological resources and weaker sections
- B. Privatization and politics of inclusive policies
- C. Positive discriminations and social exclusion
- D. Empowerment and social exclusion

### Suggested Readings:

- Ram, Ahuja. Society in India, Rawat Publications, 2004.
- Rao, Shankar. Sociology of Indian Society, S. Chand and Company, New Delhi, 2004.
- Ghurye, G.S. Caste and Race in India, Popular Prakashan, Bombay, 1969.
- Guha, Ranjit. (ed.), Subaltern Studies: Writings on South Asian History and Society, Oxford, Delhi, 1982.
- Michael, Haralambos. Sociology: Themes and Perspectives, 13<sup>th</sup> edition, OUP, Delhi, 1994.
- Forbes, G. Women in Modern India, New Delhi: Cambridge University Press, 1998.
- Oakley, Ann. Sex, Gender and Society, New York: Harper and Row, 1972.
- Malcolm. Globalization, London: Routledge, 1996.
- Betelle, Andre. The Backward Classes in Contemporary India, Delhi, OUP, 1992.

*[Handwritten signatures and initials]*





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

Zelliot, Eleanor. From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, Manohar, 1995.

Ambedkar, B.R. The Untouchables: Who were they and why they become untouchables, New Delhi, 1948.-

Rajendra K. Sharma Atlantic Publishers and Distributors, New Delhi

*Handwritten signatures and notes:*  
- 53-114 BC  
- DT VR Bhatnagar  
- P.K.  
- 11 -  
- Anacle  
- Sub.  
- G. Chaudhary



PAPER CODE : PGSO3E07

## G3P3 : MEDIA AND SOCIETY

### Unit 1 : Understanding Media in Society:

- A. Mass Media: the concept, definition and forms of mass media
- B. Theories of Mass Media: Pluralist, Marxist, Neo-Marxist

### Unit 2 : Role and Influences of Media

- A. Hypodermic, normative, interpretative and structured interpretative model
- B. Hyper reality, interpretative community, violence and media

### Unit 3 : Images and Social Group in Media:

- A. Representation of gender, caste, class & religion
- B. Children, Gender, Sexuality and Media Effect

### Unit 4 : Media in Globalized World:

- A. Media, Market and Popular Culture
- B. Capitalist and state ideology in Media

### Suggested Readings:

1. Asa Briggs and Peter Burke, A Social History of the Media, Polity Press, Cambridge, 2005.
2. Benjamin, W. The Work of Art in the age of Mechanical Reproduction, Illuminations, New York, Schocken Books, 1969.
3. Williams, R. Communications, Penguin: Harmondsworth, 1962.
4. Hall, S. „Cultural studies: two paradigms“, Media, Culture and Society, 1980.
5. Herman, Edward S. and Chomsky, Noam. Manufacturing Consent: The Political Economy of Mass Media, Pantheon Books, 1988.
6. John Corner. Dick Pels (eds.), Media and the Restyling of Politics: Consumerism, Celebrity, and Cynicism, London: Sage, 2000.
7. Desai, A.R. The Role of the Press in the Development of Indian Nationalism, in Social Background of Indian Nationalism, Bombay: Popular Prakashan, 1948.
8. Kohli, V. The Indian Media Business, London: Sage, 2003.
9. Jeffrey, Robbin. India's Newspaper Revolution. Capitalism, Politics and the Indian language, New York: Martins Press, 2000.
10. Kumar, K.J. Mass Communication in India, Jaico Publishing House, 2010.
11. Gans, H.J. Deciding What's News, Northwestern University Press, 2004.
12. Appadurai, Arjun. Modernity at Large: The Cultural Dimensions of Globalization, OUP, 1996.
13. Sohat, Ella and Robert Stam. Unthinking Eurocentrism: Multiculturalism and the Media, Routledge, 1994.
14. Uberoi, Patricia. Freedom and destiny: gender, family, and popular culture in India, OUP, 2006.
15. Hall, Stuart. "The Whites of their eyes: racist ideologies in the media." In Gail Hynes and Jean M. Hume eds Gender, race, and class in media: a text reader, Sage, 2003.

*[Handwritten signatures and initials in blue ink, including 'SRU', '17/12/23', 'Akhade', and others.]*



16. Said, Edward. *Covering Islam: How the Media and Experts Determine How We See the Rest of the World*, New York; Pantheon, 1981.
17. C. Berry and F. Martin. (eds.), *Mobile Cultures: New Media in Queer Asia*, Duke University press, 2003.
18. Khan, R. and D. Keller. "New Media and Internet Activism: From the "Battle of Seattle to Blogging." *New Media and Society*, 2004.

Handwritten signatures and initials in green and blue ink, including a circular stamp on the left and several illegible signatures across the page.



PAPER CODE : PGSO3E08

## G4P3 : ENVIRONMENT AND SOCIETY

### Unit 1: Environment and human ecology

- A. Diverse forms of Social and Cultural Ecology
- B. Technological change, Agriculture and Biodiversity.
- C. Environmental pollution, Public Health and Disability.

### Unit 2: Ecology and Human response

- A. Ecological degradation and migration
- B. Development, displacement and rehabilitation.
- C. Disaster and community response

### Unit 3: Environment and Indigenous people.

- A. Indigenous knowledge system and ethno-medicine
- B. Forest policies, Adivasis and exclusion
- C. Climate change, epidemics and international policies.

### Unit 4. Unequal distribution of resources.

- A. Gender and environment.
- B. Water and social exclusion.
- C. Environmental movements.

### Suggested Reading

- Macionis & Ken Plummer, *Sociology: Global Introduction*, 5<sup>th</sup> Ed. Pearson
- Haralambos M., *Sociology: Themes and Perspective*, 8<sup>th</sup> Ed., Harper Collins Publishers Limited, 2013.
- Giddens A. & Sutton P. W., *Sociology*, 7<sup>th</sup> ed., Wiley, 2013.
- Ahuja Ram, *Social Problems in India*, 5<sup>th</sup> ed., Rawat Publication.
- Veena Das, ed., *Sociology and Social Anthropology*, Vol. 1 & 2, Oxford, India, 2003.
- Sen Amartya and Dreze Jean, *Indian Development: Selected Regional Perspectives*, Oxford, 2010.
- Banerjee Debidas, *Globalisation, Industrial Restructuring and Labour Standards: Where India Meet the Global*, 2005, Sage India.
- Sikdar Soumyen, *Contemporary Issues in Globalisation: An Introduction to Theory and policy in India*, Oxford India, 2003.
- Sklair Leslie, *Globalisation: Capitalism and Its Alternatives*, 3<sup>rd</sup> ed., Oxford, 2002.
- Bhagwati Jagdish, *In Defence of Globalisation*, Oxford India, 2004.
- Bhalla Surjit S., *Imagine There's No Country: Poverty, Inequality and Growth in the Era of Globalisation*, Penguin India, 2003.

56 P age

*[Handwritten signatures and initials]*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Bhattacharya Malini, Globalisation: perspectives in Women's Studies, Tulika Books, 2004.  
D'Souza Rohan, ed., Environment, Technology and Development: Critical Subversive Essays, Orient  
Black Swan, 2012.  
Newton Tim, Nature and Sociology, Orient Black Swan, 2012.  
Hannigan John, Environmental Sociology, 2<sup>nd</sup> ed., Manohar Publishers & Distributors, 2008.

57 | Page

*[Handwritten signatures and initials in blue and green ink]*



## MANDATORY RP

**Important Note:** Mandatory RP Course (i.e. Research Project) is continuous process which start at third semester and end in fourth semester with same topic. The research methodology adopted in this process is same which opt in first semester of this course. The first part (which describe in course syllabus) should be completed and evaluated in third semester only and end part of this project should be submitted and evaluated in fourth semester only.

PAPER CODE : PGSO3M09

## RESEARCH PROJECT

Student should submit a report of 50 - 60 pages to University which content the following topics.

### 1. Introduction

- Sociological Theory related to Topic (should cover concept / variables which are focused in topic, theory / theories related to concept/s i.e. Variables)
- Introduction of respondents / population / stake-holders (which are the subjects of research)
- Geographic area (which are involve in field survey)
- References ; APA referencing should be follow writing

### 2. Review of Literature (should follow the standard procedure)

- Categorization of Review of Literature (according to topic and subjects i.e. stake-holders) (nearby 20)  
Regional level context / National level context / International level/context
- Significance of the study
- Research Gap
- Statement of Problem
- Relevance of Study

*[Handwritten signatures and initials are present at the bottom of the page, including 'SRP', 'Sange', 'SBC', 'Kand', 'Kande', and 'Sange'.]*



F. References; APA referencing should be follow at the time of writing

3. **Research Methodology** (the subtopics of methodology should be framed according to quantitative / qualitative methods which used for study)

A. Universe and field of study

B. Research Design

C. Research questions (for qualitative study)

D. Objectives (maximum four)

E. Hypothesis (for quantitative study)

F. Sample design of research, techniques of data collection (field work)

G. References ; APA referencing should be follow writing

#### 4. Bibliography

##### Suggested Readings:

The students shall have to refer to the selected reading materials suggested for the papers on Quantitative and Qualitative Methods in Social Research as they opt in Semester-I

SWI Page  
DNL  
S. D. M. S.  
7/7/23  
A. Anandale  
DNL  
DNL



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## SEMESTER: IV

60 | Page

*Pratik*  
*Pratik*  
*Pratik*  
*Pratik*  
*Pratik*  
*Pratik*  
*Pratik*





## MANDATORY PAPERS

PAPER CODE : PG504M01

### POSTMODERN SOCIAL THEORIES

#### Unit 1 : Early Theorizing of Post-modernity

- A. Jean Francois Lyotard : Language game, knowledge in Computerised society
- B. Zygmunt Bauman : Society of Consumers, Morality & Violence

#### Unit 2 : Structure in Complex Society - I

- A. Pierre Bourdieu : Capitals - Construction of Habitus and Field
- B. Jürgen Habermas : Colonialization of Life World

#### Unit 3: Structure in complex Society - II

- A. Ulrich Beck : Risk Society, Democratization of Science
- B. Anthony Giddens : Globalization and de-traditionalization

#### Unit 4 : Post Modern theories

- A. Jean Baudrillard : Symbolic Exchange, Hyper-reality
- B. Fredric Jameson : Cultural Logic of Late Capitalism, Commodity Culture and Consumer Society

#### Suggested Reading

1. Braaten, Jane. 1991. *Habermas's Critical Theory of Society*. Albany: State University of New York Press.
2. Alexander, Jeffrey C, 1987, *Twenty Lectures: Sociological Theory since World War II*, New York, ColumbiaUniversity Press.
3. Craib, Ian, 1992, *Modern Social Theory: From Parsons to Habermas* (2<sup>nd</sup> edition), London, Harvester Press.
4. Collins Randall, 1997 (Indian editon), *Sociological Theory*, Jaipur and New Delhi, Rawat Publications.
5. Giddens Anthony, 1983, *Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysts*, London, Macmillan.
6. Kuper Adam and Jessica Kuper (ed.), *The Social Science Encyclopedia*, London and New York: Routledge.
7. Ritzer George, 1992, *Sociological Theory*, New York, McGraw-Hill.
8. Sturrock John, (ed.), 1979, *Structuralism and since: From Levi-Strauss to Derrida*, Oxford, OUP.
9. John Rex, *Key Problems of Sociological Theory*, Routledge, London.
10. Turner, Jonathan H., 1995, *The Structure of Sociological Theory*, Jaipur and New Delhi, Rawat Publications.
11. Zeitlin, Irving M., 1998, *Rethinking Sociology: A Critique of Contemporary Theory*, Jaipur and New Delhi, Rawat Publications.
12. Skidmore William, *Theoretical Thinking in Sociology*, CambridgeUniversity Press.
13. Narendra Kumar Sindhi, 1998, *Samajsashtriya Sidhanta: Vivechan abam Bakhya*, Rawat Publications (in Hindi).
14. S.L. Doshi, and M.S. Trivedi, 1996, *Uttar Samajsashtriya Sidhanta*, Rawat Publications.



PAPER CODE : PGSO4M02

## RECENT TRENDS IN SOCIAL THEORIES

### Unit 1 : Cultural Theories

- A. Gayatri Spivak and the Subaltern, Slavoj Zizek - Strategic essentialism and Subaltern
- B. Edward said - Culture and Imperialism Paul Virilio and Hypermodernism

### Unit 2 : Theories of Globalization

- A. George Ritzer: Hyperrationality, McDonaldization and Americanization
- B. Ernesto Laclau and Chantal Mouffe - Hegemony and Radical Democracy

### Unit 2 : Information and Network Theories

- A. Manuel Castells: Theory of Network Society.
- B. Donna Haraway: Theory of Cyborg, Tentacular Thinking: Anthropocene, Capitalocene, Chthulucene.

### Unit 4 : Theories of Future / Digital Society

- A. Paul Levinson : Society in Cyber Space
- B. Ori Schwarz: The digital objectification of social life

### Suggested Reading

- August, V. (2022). Network concepts in social theory: Foucault and cybernetics. *European Journal of Social Theory*, 25(2), 271-291.
- Bell, W. (1996). The Sociology of the Future and the Future of Sociology. *Sociological Perspectives*, 39(1), 39-57. <https://doi.org/10.2307/1389342>
- Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2012). *Contemporary sociological theory*. John Wiley & Sons.
- Deborah Eade (Ed.). 2002. *Development and Culture: Selected Essays from Development in Practice*. Oxford: Oxfam GB in association with World Faiths Development Dialogue
- Fuchs, C. (2007). *Internet and society: Social theory in the information age* (Vol. 9). Routledge.
- Gary Alan Fine, *Tiny Publics: A Theory of Group Action and Culture* (New York: Russell Sage, 2012).
- Jayapalan, N. (2014). *Sociological Theories*. New Delhi: Atlantic Publishers & Distributors (P) LTD.
- Lawrence Harrison and Samuel Huntington (Eds.). 2001. *Culture Matters: How Values Shape Human Progress*. New York: Basic Books.
- Mannheim, K. (1952). The Problem of Generations. In P. Kecskemeti (Ed.), *Essays on the Sociology of Knowledge* (pp. 276-320). London: Routledge and Kegan Paul.
- Ori Schwarz 2021. *Sociological Theory for Digital Society: The Codes that Bind Us Together*. Publisher: Polity ISBN: 9781509542970

Handwritten signatures and initials in blue ink, including "Aarade" and "RTH23".



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

Singer, J. A., & Salovey, P. (1988). Mood and memory: Evaluating the Network Theory of Affect. *Clinical Psychology Review*, 8(2), 211-251. [https://doi.org/10.1016/0272-7358\(88\)90060-8](https://doi.org/10.1016/0272-7358(88)90060-8)

Ziauddin Sardar. 2004. *Introducing Cultural Studies*. Cambridge: Icon Books Ltd.

Paul Levinson, *Digital Maciuhan*, Routledge, New York, 1999

63 Page

*[Handwritten signatures and initials in blue and green ink]*



PAPER CODE : PG50-4M03

## ECONOMY AND SOCIETY

### Unit 1. Concepts and Debates

- A. Concepts: Exchange, Gift, capital, Labour, Market, Consumption
- B. Digital economy, E-commerce
- C. Mode of production debates - Socialist, Capitalist and neo-liberal

### Unit 2. Property relations and Social setting.

- A. Property and property relations in family and society
- B. Property and exclusion (Socio-Political) and
- C. Business and family - in Traditional and Neo-liberal society.

### Unit 3. State and emerging trends in the age of neo-liberalisation

- A. State and Market: Welfare-ism and Neoliberalism
- B. Models of economic development
- C. Global business and Corporates
- D. Tourism - Immerging trends and Indian condition.

### Unit 4. Labour in the era of neo-liberalism.

- A. Factory and industry system - in liberal and neo-liberal era.
- B. Changing nature of labour relations in global market of labour.
- C. Gender and labour relations - prospects and exploitation

### Bibliography

- Macionis & Ken Plummer, *Sociology: Global Introduction*, 5<sup>th</sup> Ed. Pearson
- Haralambos M., *Sociology: Themes and Perspective*, 8<sup>th</sup> Ed., Harper Collins Publishers Limited, 2013.
- Giddens A. & Sutton P. W., *Sociology*, 7<sup>th</sup> ed., Wiley, 2013.
- Ahuja Ram, *Social Problems in India*, 5<sup>th</sup> ed., Rawat Publication.
- Yeena Das, ed., *Sociology and Social Anthropology*, Vol. 1 & 2, Oxford, India, 2003.
- Sen Amartya and Dreze Jean, *Indian Development: Selected Regional Perspectives*, Oxford, 2010.
- BalKrishnan Pulapre, ed., *Economic Reforms and growth in India*, Orient Black Swan, 2012.
- Tonkss Fran, *Contemporary Economic Sociology: Globalisation, Production & Inequality*, Manohar Publishers & Distributors, 2006.
- Banerjee Debdis, *Globalisation, Industrial Restructuring and Labour Standards: Where India Meet the Global*, 2005, Sage India.

Page  
17/12/23  
17/12/23  
Achade  
Ank



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

- Sikdar Soumyen, Contemporary Issues in Globalisation: An Introduction to Theory and policy in India, Oxford India, 2003.
- Sklair Leslie, Globalisation: Capitalism and its Alternatives, 3<sup>rd</sup> ed., Oxford, 2002.
- Bhagwati Jagdish, In Defence of Globalisation, Oxford India, 2004.
- Bhalla Surjit S., Imagine There's No Country: Poverty, Inequality and Growth in the Era of Globalization, Penguin India, 2003.
- Bhattacharya Malini, Globalization: perspectives in Women's Studies, Tulika Books, 2004.

68 | Page

*[Handwritten signatures and initials in blue ink]*



## ELECTIVE COURSES

**Important Note :** Continue your elective's group in second seminar. For example, if you opt G1P1 in first semester, then opt G1P2 in second and G1P3 in third. As well, avail G1P4 in fourth semester. It is equally applicable to all four groups.

PAPER CODE : PG504E04

### G1P4 : SOCIOLOGY OF MARGINALIZED COMMUNITIES

#### Unit 1. Understanding Marginalized Communities and the Bases of Marginalization

- The meaning and definition of marginalized communities
- Bases of marginalization: socio-economic and political, discrimination, deprivation, exploitation, segregation and poverty

#### Unit 2. Theories of Marginalization

- Caste theory of marginalization
- Racial theory of marginalization
- Religious and cultural theory of marginalization
- Economic (Marxist) theory of marginalization

#### Unit 3. Marginalized Communities in India:

- SCs, STs, OBCs, women and minorities
- Socio-economic status, mobility and problems among the marginalized communities

#### Unit 4. Means of Eradicating the Situation of Marginality:

- Education, employment and political participation
- Access to health and civic amenities
- Socio-cultural assimilation and absorption

#### Suggested Readings:

- Ahuja, Ram. Indian Social System, Rawat Publications, Jaipur, 1993/2002.
- Beteille, Andre. Backward Classes and the New Social Order, OUP, Delhi, 1981.
- Beteille, Andre. The Backward Classes in Contemporary India, OUP, Delhi, 1992. Charsley, S.R. and G.K. Karanth (Eds.), Challenging Untouchability, Sage Publications, Delhi, 1998.
- Chaudhuri, S.N. Changing status of depressed castes in contemporary India, Daya Publishing House, Delhi, 1988.

G1P4 Page  
P. S. Chaudhuri  
SRU -  
17/7/23  
Achade  
Dube  
[Signature]



5. Gore, M.S. *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*, Sage, New Delhi, 1993.
6. Gupta, Dipankar. *Social Stratification*, OUP, New Delhi, 1991.
7. Jogdand, P.G. *New Economic Policy and Dalits* (Jaipur: Rawat)2000.
8. Jogdand, P.G. *Dalit Movement in Maharashtra*, Kanak Publications, New Delhi, 1991.
9. Mane Suresh. *Glimpses of Socio-Cultural Revolts in India*, Samrudh Bharat, Mumbai, 2006.
10. Omvedt, Gail. *Dalit Visions: The anti-caste movement and the construction of an Indian Identity*, Orient longman, New Delhi, 1990.
11. Omvedt, Gail. *Dalits and the Democratic Revolution*, Sage, New Delhi, 1999.
12. Dommen, T.K. *Protest and Change: Studies in Social Movements*, Sage, Delhi, 1990.
13. Shah, Ghansham. *Social Movements in India: A Review of Literature*, Sage, Delhi, 1990.
14. Singh, K.S. *The Scheduled Castes*, Anthropological Survey of India, Delhi, 1998.
15. Singh, K.S. *The Scheduled Tribes*, OUP, Delhi, 1995.
16. Thorat, Sukhadeo. *New Economic Policy and its Impact on Employment and Poverty of the Scheduled Castes*, 1997, (PuneUniversity).
17. Zelliott, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*, Manohar, New Delhi, 1995.
18. Venugopal, C.N. *Ideology and Society in India: Sociological Essays*, Criterion Publications, New Delhi, 1988.

67 | Page

*Pr*

*2019-20*

*SR11*

*Krup*

*Achade*

*[Signature]*

*[Signature]*



PAPER CODE : PG504E05

## G2P4 : SCIENCE, TECHNOLOGY AND SOCIETY

### Unit 1 : History of Technological Development

- A. Meaning of Science and Technology. Science and Technology - from Past to Present
- B. Changing notions of Time and Space - physical to virtual. Flows/currents in S&T, Boundaries of S&T

### Unit II : Science, Technology and Society

- A. Virtual Community - meaning, relations with digitalization of life-world, Media - print, electronics, visual and social
- B. Technology and Changing family relations, changing food habits and changing health system

### Unit III : Science, Technology and State

- A. E-Governance and Surveillance of Society - Aadhar, PAN Card, etc. Linking. Emerging Political Processes - media socialization, opinion generation, controlling media, fake news, IT Cells, etc.
- B. State Policy - E-Centric governance, digital and non-digital population, digitally excluded and included population

### Unit IV : Science, Technology and Cyber Crime

- A. Crime against Person - hacking of sites, mails, apps, etc. Selling personal data. Financial crime. Intrusion in digital gazettes, morphing, crime against women
- B. Crime against Society: viral rumors or fake news, data theft, pornography, etc.

### Suggested Reading

1. Who controls the internet: Illusions of Borderless World, Jack Goldsmith and Tim Wu, OUP, 2006,
2. Sociology in the age of the internet, Allison Cavanagh, McGrawhill & Open University Press, New York, 2007
3. Internet and Social Inequalities, James C. Witte and Susan E. Mannon, Routledge, New York, 2010
4. Globalization: the Basic Text, George Ritzer, Wiley-Blackwell, 2010
5. After Habermas: New Perspectives on the Public Sphere, N. Crossley and J.M. Roberts, Blackwell Pub. 2010

Handwritten signatures and dates at the bottom of the page, including "A. Chavale" and "17/07/23".





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

6. Information Technology and Development, Jeffrey James, Routledge, London, 2004
7. Cyberprotest: New Media, Citizens and Social Movements, W.V. DeDonk, B.D. Loader and others, Routledge, London, 2004
8. News Culture, Stuart Allan, Open University Press, Berkshire, 2004

69 | Page

*Pal*

*Pragati*      *Shree*      *Shree*

*Shree*      *Shree*



PAPER CODE : PG504E06

## G3P4 : CULTURE AND SYMBOLIC TRANSFORMATION

### Unit I : Cultural Studies

- A. Meaning and elements of Culture - Cognitive Elements, Beliefs & Practices, Signs & Symbols, Norms and Values
- B. Material and Non-material Culture - Cultural lag, Civilization and Culture, Technology and Changing Material Culture

### Unit II : Culture and Religion

- A. Religious Economy : Economy of Religious Culture, Pilgrimage and Religious Tourism, Commodification of Rituals
- B. Culture of Religion : Religious Organizations, New Religious Movements, Piety and Spirituality, Moral Economy

### Unit III : Politics of Culture

- A. Cultural Politics : Communalism and Secularism, Politics of Culture, Culture in Politics
- B. Cultural Identity and Mobilization. Culture in Ethics and Morality. Culture of Gender and Body

### Unit IV : Cultural Trends

- A. Formal and informal Education as a conductor and producer of culture. Arts and Aesthetics
- B. Sports and Culture, Culture and Environment

### Suggested Readings

1. Jim McGuigan, 2014 Rethinking Cultural Policies, Open University Press, Berkshire.
2. M.G. Durham and Douglas M. Kellner 2006 Media and Cultural Studies, Blackwell Pub, Malden.
3. James Curran and David Morley, 2006 Media and Cultural Theory, Routledge, London.
3. John Haiman, 1998 Talk is Cheap: Sarcasm, Alienation and Evolution of Language, OUP.
4. Melissa Gregg, 2006 Cultural Studies\* Affective Voices, Palgrave, Hampshire.
5. Angela McRobbie 2005 The Uses of Cultural Studies, Sage, London.
6. Francis Mulhern 2000 Culture/Metaculture, Routledge, New York.
7. Chris Jenks 1993 Culture, Routledge, London.

70 | Page

*[Handwritten signatures and initials in blue ink, including 'Pankaj', 'Sachin', and others.]*



PAPER CODE : PGSO4E07

## G4P4 : STATE, POLITICS AND DEVELOPMENT

### Unit I: Development of Polity

- A. From Tribe to Nation-State - Concepts of Ancient Republics, City-State, State, Nation-State. From Chieftainship to Grass-root Democracy. Nature of Distribution of Political Powers and Authorities
- B. Development of Governance: Bureaucracy, Governance and Development of Society, Development and Relationship of Law and Society. Corruption

### Unit II: Politics and Issues of Society

- A. Development of Political Culture - the Role of Media, Social Media, Political Parties and Political Processes. Role of International Development Organization in Local Politics.
- B. Public Policy and State: Health, Education, Livelihood and Gender-based Development.

### Unit III: State and Interest Politics

- A. Interest Politics: Interest, Ideology and Political Fractions. Interest and Pressure Group Politics.
- B. Reservation: as share in Power and Authorities, Politics in Reservation, Politics for Reservation, Politics of Reservation.

### Unit IV: Social Movements and Protest

- A. Movements : Types of Movements. Movements and Rights & Redistribution of Powers. Bases of Movements - Caste, Ethnicity, Ideology, Disability, Religion and Region.
- B. Democracy and Civil Society : Concept, Meaning and Importance of Civil Society, The issue of Citizenship and Civil Society. Role of NGOs and Leadership in Power Politics, Concept of Activism and its role in Protest Movements.

### Suggested Reading

1. Social Justice and Enlightenment, Pradeep Kumar Bose & Samir Kumar Das, Sage, New Delhi, 2009
2. Human Rights and Social Justice in a Global Perspectives, Susan C. Mapp, OUP, 2008
3. Gender and Justice in Multicultural Liberal States, Monique Deveaux, OUP, 2006

71/PAGE

*[Signature]*  
17/17

*[Signature]*  
17/17/23

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*



4. The Modern State, Christopher Pierson, Routledge, London, 1996
5. State and Society, J. Giedhill, Barbara Bender and Others, Routledge, London, 1988
6. The Blackwell Companion of Social Movements, D.A. Snow and Others, Blackwell, Oxford, 2006
7. Dispensing Power: Social Movements as Anti-State Forces, Raul Zibechi, AK Press, Oakland, 2010
8. Social Movements: Identity, Culture and the State, D.S. Meyer, Nancy Whittier and others, OUP, 2002
9. The Globalization of Corporate Media Hegemony, Lee Artz and Yahya Kamalipour, State University of New York state, Albany, 2003

72 | Page

Achale



## MANDATORY RP

**Important Note:** Mandatory RP Course (i.e. Research Project) is continuous process which start at third semester and end in fourth semester with same topic. The research methodology adopted in this process is same which opt in first semester of this course. The first part (which describe in course syllabus) should be completed and evaluated in third semester only and end part of this project should be submitted and evaluated in fourth semester only.

PAPER CODE : PG504M08

## RESEARCH PROJECT

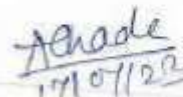
Student should submit a report in 100-110 pages to University which content the following topics infollowing format to be followed in preparing Research Paper - II after field study as per research topic sanctioned in semester III for Research Paper - I

1. Socio-economic Background of Respondents  
(it should content the age, income, caste, class, religion, etc. as per requirement of research topic)  
While interoperation of data, relevant theories or references should be used in body text.
2. Chapters related to Objectives (maximum four chapters)  
Chapters should be separately formulated according to objectives of study  
While interoperation of data, relevant theories or references should be used in body text.
3. Final Chapter ( Conclusion / summery and suggestions)
4. appendix
  - A. Tables
  - B. Graphs
  - C. Interview schedule / questionnaire / Interview Guide
  - D. Bibliography

  
73 | Page

  
17/11/23

  
17/11/23

  
17/11/23







**Suggested Readings:**

The students shall have to refer to the selected reading materials suggested for the papers on Quantitative and Qualitative Methods in Social Research in Semester- I

74 | Page

*Prak*

*Amre* *band* *Ar/2/23* *Ahade*

*ABU* *Sharma* *AM*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

**RASHTRASANT TUKDOJI MAHARAJ  
NAGPUR UNIVERSITY, NAGPUR**

**SYLLABUS**

**GEOGRAPHY**

**B.A. FIRST YEAR**

**SEMESTER PATTERN  
(Choice Based Credit System)**

**With Effect From: June, 2022**

(1)



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR  
Choice Based Credit System (CBCS) Course Structure

**Subject-Geography**  
**B.A. First Year (New Pattern)**  
*with effect from: June, 2022*

Semester	Core Course	Paper No.	Name of the Paper	Lectures/Week	Total No. of Lect. Per Sem.	CA	ESE	Total Marks	Minimum Passing Marks	Credits
I	CCGEOG-I	I	An Introduction to Physical Geography	04	60	10	40	50	20	02
	CCGEOG-II	II	Practical Geography	02	30	10	40	50	20	02
<b>Semester - I Total</b>				<b>06</b>	<b>90</b>	<b>20</b>	<b>80</b>	<b>100</b>	<b>40</b>	<b>04</b>
II	CCGEOG-III	I	Geomorphology	04	60	10	40	50	20	02
	CCGEOG-VI	VI	Practical Geography	02	30	10	40	50	20	02
<b>Semester - II Total</b>				<b>06</b>	<b>90</b>	<b>20</b>	<b>80</b>	<b>100</b>	<b>40</b>	<b>04</b>

(CC= Core Course, CA= Continuous Assessment (Internal), ESE= End Semester Examination).

1. Teaching work load shall be four periods per week for each theory paper and two periods per batch per week for practical.
2. Strength of students for each practical batch shall not be more than 16 (Sixteen).
3. Students shall not be allowed for Practical Examination without certified Practical Record.
4. Total periods for each theory paper shall be 60 per semester.
5. Total periods for practical paper shall be 30 per semester.
6. Practical examination will be held at the end of every Semester.

(2)







Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

**Question Paper Model and Scheme of Marking**

Subject: **GEOGRAPHY**

B. A. First Year (Semester I and II) **Theory**

(w. e. f. June 2022)

		<b>Marks: 40</b>
Q.1	Descriptive type question (Unit- I)	<b>(15)</b>
OR		
	Descriptive type question (Unit- II)	
Q.2	Descriptive type question (Unit-III)	<b>(15)</b>
OR		
	Descriptive type question (Unit-IV)	
Q.3	Write a short note on <i>any two</i> of the following	<b>(10)</b>
a)	Short note (Unit-I)	
b)	Short note (Unit-II)	
c)	Short note (Unit-III)	
d)	Short note (Unit-IV)	

(3)



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

**Question Paper Model and Scheme of Marking**

Subject: **GEOGRAPHY**

**B. A. First Year (Semester I) Practical (Paper III)**

(w. e. f. June 2022)

		<b>Marks: 40</b>
Q.1	a) Types of Map	<b>(04)</b>
	b) Uses of Map	<b>(06)</b>
Q.2	a) Meaning, Definition & Types of Scale <b>(any One)</b>	<b>(04)</b>
	b) Representation of Scale Verbal, Numerical, Linear / Graphical <b>(any One)</b>	<b>(06)</b>
Q.3	a) Conversion of Scale & Construction of Scale <b>(any One)</b>	<b>(04)</b>
	b) Coordinates and Graticules <b>(any One)</b>	<b>(06)</b>
Q.4	Practical Record and Viva-voce	<b>(10)</b>



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

B. A. First Year  
Subject: Geography  
Semester – I  
Paper- CCGEOG-I

An Introduction to Physical Geography

Marks: 50

Credits: 02

Periods: 60

---

## Salient Features

1. The aim of this course is to introduce the students with basic concepts of physical geography. To know the development of various branches physical geography.

## Utility

1. To help students to know the formation and nature of solar system, oceans, continents and landforms

## Learning Objectives

1. To know the formation of continents and Oceans
2. To study the rotation and revolution of the earth and its impact

## Pre-requisites

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

## Unit: 1 Introduction

- A. Definition, Nature and Scope of Physical Geography
- B. Branches of Physical Geography
- C. Importance of Study of Physical Geography

## Unit: 2 Solar System

- A. Solar System and its Origin
  - i. Solar System
  - ii. Nebular Theory of Laplace
  - iii. Tidal Hypothesis of Jeans and Jeffery

## Unit: 3 Formation of Oceans and Continents

- A. Continental Drift Theory
- B. Plate Tectonic Theory

## Unit: 4 Landforms and Rotation and Revolution of the Earth

- A. First Order – Ocean and Continents
- B. Second Order – Mountain, Plateau, Plain and Their Types
- C. Rotation and Revolution of the Earth
  - i. Rotation- Formation of Day and Night
  - ii. Revolution- Formation of Seasons
  - iii. Solar Eclipse and Lunar Eclipse

(5)



**REFERENCES**

- 1) Clyton. K. (1986) 'Earth Crust' Adus Brooks London.
- 2) Davis W.M. (1909) - 'Geographical Essay' Ginnia Co.NewYork
- 3) Garland G.D. (1966) - 'Continental Drift' Uni. of Toronto press- Canada.
- 4) Goh Cheng leong (2018) Certificate Physical and Human Geography, Oxford University Press, New Delhi
- 5) Majid Hussain (2001) -'Principals of Physical Geography' Rawat Publication, Jaipur.
- 6) Monkhouse (1951) - 'Principle of Physical Geography' Mc Graw Hill Pub-New York.
- 7) Savinder Singh (1998) - 'Physical Geography' Prayag Pub. Allahabad.
- 8) Steers J.A. (1958) - 'Earth Crust' Adus Brooks London
- 9) Strahler A.N. (1968) - 'Physical Geography' Easten P. Ltd. New Delhi
- 10) Tikka R. N. (1998)- 'Physical Geography' Keedar Nath Ram Nath &Co. Meerut
- 11) Wegner A. (1924) -'The Origin of Continents and Oceans' Mathhen & Co. Ltd. London.
12. तावडे मोहन द. 'प्राकृतिक भूगोल', कॉन्टीनेंटल प्रकाशन, पुणे -30
13. मगर जयकुमार, 'भूरुपशास्त्राची मुलतत्त्वे', अॅकडमिक एंटरप्राईजेस, औरंगाबाद
14. दाते सु. प्र. आणि दाते संजिवनी, प्राकृतिक भूगोल, विद्या प्रकाशन, नागपूर
16. डॉ. शेटे शंकरराव, डॉ. फुले सुरेश व डॉ. शहापूरकर ओमप्रकाश ' प्राकृतिक भूगोल', अभीजित पब्लिकेशन, लातूर
- 17 सिंग सविंद्र ' भौतिक भूगोल का स्वरुप' प्रवालिका पब्लिकेशन, इलाहाबाद
- 18 हुसैन माजिद 'भौतिक भूगोल' रावत पब्लिकेशन, जयपूर
- 19 गौतम अल्का ' भौतिक भूगोल' रस्तोगी पब्लिकेशन, मेरठ



**B. A. First Year**  
**Subject: Geography**  
**Semester – I**  
**Paper- CCGEOG - II**  
**Practical Geography**

**Marks: 50**

**Credits: 02**

**Periods: 30**

---

### **Salient Features**

1. The aim of this course is to introduce the students with types of maps, scales, relief and landforms

### **Utility**

1. To develop skills among the students to decipher the landforms using contours and to convert the scales

### **Learning Objectives**

1. To develop abilities among the students to interpret the toposheets, calculate time using longitudes.
2. To learn the techniques of showing the relief and landforms.

### **Pre-requisites**

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

### **Unit: I Introduction to Map**

- A. Map: Meaning and Definition
- B. Type of Maps
- C. Uses of Map
- D. Elements of Map

### **Unit : II Scale**

- A. Meaning and Definition
- B. Type of Scale
- C. Representation of Scale

- i. Verbal/ Statement
- ii. Numerical/ RF
- iii. Linear/ Graphical

### **Unit III: Conversion and Construction of Scale**

- iv. Verbal to Numerical and Numerical to Verbal

- D. Construction of Scale

(7)



- v. Simple Scale
- vi. Time and Distance Scale
- vii. Diagonal Scale

**Unit: 4 Coordinates and Graticules**

- i. Latitudes and Longitudes
- ii. Local Time, Standard Time and Time Zones
- iii. International Date Line

**Reference Books:**

1. Khan, S.A. : Text Book of Practical Geography.
2. Mishra, R.P. & Ramesh, A. : Fundamentals of Cartography.
3. Monkhouse, F.J. & Wilkinson, H.R. : Maps and Diagrams.
4. Singh R.L. : Elements of Practical Geography.
5. शर्मा जे.पी. : 'प्रयोगात्मक भूगोल' रस्तोगी प्रकाशन मेरठ
6. कुंभार डॉ. अर्जुन , 'प्रात्यक्षिक भूगोल'
7. अहिरराव डॉ. डी.वाय. व प्रा. करंजखेले प्रात्यक्षिक भूगोल
8. नागतोडे , लांजेवार 'नकाशाशास्त्र व प्रात्याक्षिक भूगोल , पिंपळापूरे प्रकाशन , नागपूर
9. शिंदे डॉ. एस. बी. , 'नकाशाशास्त्र' फडके प्रकाशन, कोल्हापूर
10. कनकुरे डॉ. के.बी. , डॉ. मानकरी एम.पी. , 'प्रायक्षिक भूगोल'



**B. A. First Year**  
**Subject: Geography**  
**Semester – II**  
**Paper- CC GEOG - III**  
**Geomorphology**

**Marks: 50**

**Credits: 04**

**Periods: 60**

---

### **Salient Features**

1. The aim of this course is to introduce the students with interior of the earth, rocks, and endogenic and exogenic forces and their resultant landforms

### **Utility**

1. To help students to know the evolutionary process of various features of landforms

### **Learning Objectives**

1. To develop skills among the students to identify the landforms and their agents
2. To have the knowledge of types rocks and weathering

### **Pre-requisites**

1. Books, Maps, Globe, Models, Rock Samples
  2. ICT
- 

### **Unit: 1 Introduction**

- A. Definition, Nature and Scope of Geomorphology
- B. Geomorphology and its Influence on – Settlement and Land use

### **Unit: 2 Interior of the Earth, Rocks and Weathering**

- A. Interior of the Earth
- B. Classification of Rocks According to Origin
  - i. Igneous
  - ii. Sedimentary
  - iii. Metamorphic
- C. Types of Weathering
  - i. Mechanical
  - ii. Chemical
  - iii. Biological

### **Unit: 3 Endogenic Forces**

- A. Endogenic Forces
  - i. Types of Folds and Faults
  - ii. Earthquake - Meaning, Causes and Effects

### **Unit: 4 Exogenic Forces**

- A. Cycle of Erosion
- B. Landforms Associated With
  - i. River
  - ii. Glacier
  - iii. Wind



## References

- 1) Clyton. K. (1986) - 'Earth Crust' Adus Brooks London.
- 2) Davis W.M. (1909) - 'Geographical Essay' Ginnia Co.
- 3) Dayal P (1946) - 'A text book of Gemorphology' Shukla Book Depot Patana
- 4) Garland G.D. (1966) - 'Continental Drift' Uni. of Toronto press- Canada.
- 5) Hodgson J.H. (1964) - 'Earthquakes and Structure' Prentice Hall inc.
- 5) Kale V.A & Gupta (2001) - 'Elements of Geomorphology' Oxford Uni. Press
- 6) Majid Hussain (2001) - 'Principals of physical Geography' 'Rawat; Publication, Jaipur
- 7) Monkhouse (1951) - 'Principle of Physical Geography' Mc Graw Hill Pub-New York
- 8) Pitty A.F. (1971) - 'Introduction of Geomorphology' Adus Brooks London.
- 9) Savinder Sīng (1998) - 'Physical Geography' Prayag Pub. Allahabad.
- 10) Strahler A.N. (1968) - 'Physical Geography' Easten P. Ltd. New Delhi.
- 11) Steers J.A. (1958) - 'Earth Crust' Adus Brooks London
- 12) Wegner A. (1924) - 'The Origin of Continents and Oceans' Mathhen & Co. Ltd. London.
- 13) Wooldridge & Morgan (1966) - 'An Outline of Geomorphology' Longman London.
- 14) तावडे मोहन द. 'भूरुपशास्त्र', कॉन्टीनेंटल प्रकाशन , पुणे -30
- 15) मगर जयकुमार , 'भूरुपशास्त्र', विद्या प्रकाशन, नागपूर
- 16) फुले सुरेश, 'भूरुपशास्त्र', विद्याभारती प्रकाशन , लातूर
- 17) दाते सु. प्र. आणि दाते संजिवनी, प्राकृतिक भूगोल, विद्या प्रकाशन , नागपूर
- 18) डॉ. शेटे शंकरराव , डॉ. फुले सुरेश व डॉ. शहापूरकर ओमप्रकाश ' प्राकृतिक भूगोल', अभीजित पब्लिकेशन , लातूर
- 19) नागतोडे डॉ. पी.एन., डॉ. शेख आणि दुधपचारे डॉ. योगेश 'भूरुपशास्त्र व सागरशास्त्र', विद्या प्रकाशन, नागपूर
- 20)





Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

**B. A. First Year Subject: Geography**  
**Semester – II Paper- CCGEOG - IV**  
**Practical Geography**

**Marks: 50**

**Credits: 02**

**Periods: 30**

---

**Salient Features**

1. The aim of this course is to introduce the students with methods of showing relief, landforms and Introduction to Survey of India Map.

**Utility**

2. To develop skills among the students to decipher the landforms using contours and Use of Topographical Maps.

**Learning Objectives**

3. To develop abilities among the students to interpret the toposheets, calculate time using longitudes
4. To learn the techniques of showing the relief and landforms

**Pre-requisites**

3. Books, Maps, Globe, Models
  4. ICT
- 

**Unit 1 : Methods of Showing Relief**

- i. Hachures, Layer Tint, Spot Height, Bench Mark, Trigonometric Point and Contours

**Unit: 2 Methods of Showing Landforms**

- i. Representation of different landforms by Conturs Conical Hill, Plateau, Ridge, 'V' and 'U' Shaped Valley and Cliff
- ii. Identification of Slopes Using Contour Lines

**Unit: 3 Drawing of Profile**

- i. Serial profile
- ii. Superimposed profile
- iii. Composite profile

**Unit: 4 Introduction to Indian Topographical Maps.**

1. Indexing and conventional signs and symbols (OS)
2. Grid references.
3. Locational and Relief aspects of the area
  - a. Latitudinal & Longitudinal extension
  - b. Contour interval
  - c. Maximum and Minimum heights

(11)



**Reference Books:**

1. Khan, S.A. : Text Book of Practical Geography.
2. Mishra, R.P. & Ramesh, A. : Fundamentals of Cartography.
3. Monkhouse, F.J. & Wilkinson, H.R. : Maps and Diagrams.
4. Singh R.L. : Elements of Practical Geography
5. शर्मा जे.पी. : 'प्रयोगात्मक भूगोल' रस्तोगी प्रकाशन मेरठ
6. कुंभार डॉ. अर्जुन , 'प्रात्यक्षिक भूगोल'
7. अहिरराव डॉ. डी.वाय. व प्रा. करंजखेले प्रात्यक्षिक भूगोल
8. नागतोडे , लांजेवार 'नकाशाशास्त्र व प्रात्यक्षिक भूगोल , पिंपळापूर प्रकाशन , नागपूर
9. शिंदे डॉ. एस. बी. , 'नकाशाशास्त्र' फडके प्रकाशन, कोल्हापूर
10. कनकुरे डॉ. के.बी. , डॉ. मानकरी एम.पी. , 'प्रात्यक्षिक भूगोल'



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---



**RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR**  
Choice Based Credit System (CBCS) Course Structure

**Subject-Geography**

**B.A. Second Year (Semester III & IV)**  
*with effect from: June, 2023*

Semester	Core Course	Paper No.	Name of the Paper	Lectures/ Week	Total No. of Lect. Per Sem.	CA	ESE	Total Marks	Minimum Passing Marks	Credits
I	CCGEOG- V	V	Introduction to Climatology	04	60	10	40	50	20	02
	CCGEOG- VI	VI	Practical Geography	02	30	10	40	50	20	02
<b>Semester - III Total</b>				<b>06</b>	<b>90</b>	<b>20</b>	<b>80</b>	<b>100</b>	<b>40</b>	<b>04</b>
II	CCGEOG- VII	VII	Introduction to Human Geography Part - I	04	60	10	40	50	20	02
	CCGEOG- VIII	VIII	Practical Geography	02	30	10	40	50	20	02
<b>Semester - IV Total</b>				<b>06</b>	<b>90</b>	<b>20</b>	<b>80</b>	<b>100</b>	<b>40</b>	<b>04</b>

(CC= Core Course, CA= Continuous Assessment (Internal), ESE= End Semester Examination).

1. Teaching work load shall be four periods per week for each theory paper and two periods per batch per week for practical.
2. Strength of students for each practical batch shall not be more than 16 (Sixteen).
3. Students shall not be allowed for Practical Examination without certified Practical Record.
4. Total periods for each theory paper shall be 60 per semester.
5. Total periods for practical paper shall be 30 per semester.
6. Practical examination will be held at the end of every Semester.



B. A. Second Year

Subject Geography

Semester – III

Paper- CCGEOG-V Introduction to Climatology

Marks: 50 (40 + 10 Internal) Credits: 02

Periods: 60

### Introduction to Climatology

Unit – I		Hours
	<ul style="list-style-type: none"><li>Weather and Climate,</li><li>definition and significance of climatology ,</li><li>Element of weather and climate,</li><li>Composition and structure of Atmosphere.</li></ul>	15
Unit – II	<ul style="list-style-type: none"><li>Atmospheric Temperature</li><li>Insolation</li><li>Global Energy Budget</li><li>Vertical and Horizontal distribution of temperature.</li></ul>	15
Unit – III	<ul style="list-style-type: none"><li>Atmospheric Pressure and winds</li><li>Vertical and Horizontally distribution of pressure</li><li>Planetary, Periodic and Local winds.</li></ul>	15
Unit – IV	<ul style="list-style-type: none"><li>Atmospheric pressure</li><li>Humidity, Evaporation and condensation</li><li>Type of precipitation</li><li>Hydrological Cycle.</li></ul>	15

### Suggested Reading

1. Barry R. G. and Carleton A. M., 2001: Synoptic and Dynamic Climatology, Routledge, UK.
2. Barry R. G. and Corley R. J., 1998: Atmosphere, Weather and Climate, Routledge, New York.
3. Critchfield H. J., 1987: General Climatology, Prentice-Hall of India, New Delhi
4. Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: The Atmosphere: An Introduction to Meteorology, Prentice-Hall, Englewood Cliffs, New Jersey.
5. Oliver J. E. and Hidore J. J., 2002: Climatology: An Atmospheric Science, Pearson Education, New Delhi.
6. Trewartha G. T. and Horne L. H., 1980: An Introduction to Climate, McGraw-Hill.
7. Gupta L S(2000): Jalvayu Vigyan, Hindi Madhyam Karyanvay Nidishalya, Delhi Vishwa Vidhyalaya, Delhi
8. Lal, D S (2006): Jalvayu Vigyan, Prayag Pustak Bhavan, Allahabad
9. Vatal, M (1986): Bhautik Bhugol, Central Book Depot, Allahabad
10. Singh, S (2009): Jalvayu Vigyan, Prayag Pustak Bhawan, Allahabad



B.A Second Year (Semester III) Geography  
Paper CCGEOG –VI  
Practical Geography

Marks: 50 (40 + 10 Internal) Credits: 02

Periods: 30

### Practical Geography

Unit	Description	Hours
Unit – I	Preparation of climatic maps and diagrams a) Preparation of Isopleths showing temperature, Air Pressure and Rainfall. b) Construction of Histograms, Hythergraphs, Windrose Diagram & Tylor's Climograph.	8
Unit – II	Study of Indian daily weather maps for following seasons a) Rainy Season b) Winter c) Summer	8
Unit – III	Study of Following weather Instruments a) Maximum and Minimum thermometer b) Barometer c) Dry and Wet thermometer d) Rain Gauge, Anemometer and Wind wane	7
Unit – IV	Instrumental Survey Plain Table Survey Methods and Types	7

### Plan of Practical Examination

The following plan will be strictly followed to test the skill developed by students

- 1) Preparation of Climatic maps  
a) Isopleths Maps (6 Marks)  
b) Climatic Diagrams (8 Marks)
- 2) Study of Indian daily weather maps (6 Marks)
- 3) Surveying (6 Marks)
- 4) Weather Instruments (4 Marks)
- 5) Viva-Voce (5 Marks)
- 6) Practical Record, Attendance and Punctuality (5 Marks)

Internal Test Examination (10 Marks)



**Suggested Reading**

1. Anson R. and Ormelling F. J., 1994: International Cartographic Association: Basic Cartographic Vol. Pregmen Press.
2. Gupta K.K. and Tyagi, V. C., 1992: Working with Map, Survey of India, DST, New Delhi.
3. Mishra R.P. and Ramesh, A., 1989: Fundamentals of Cartography, Concept, New Delhi.
4. Monkhouse F. J. and Wilkinson H. R., 1973: Maps and Diagrams, Methuen, London.
5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: Cartography: Past, Present and Future, Elsevier, International Cartographic Association.
6. Robinson A. H., 2009: Elements of Cartography, John Wiley and Sons, New York.
7. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
8. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
9. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
10. Singh R L & Rana P B Singh(1991) Prayogtmak Bhugol ke Mool Tatva, Kalyani Publishers, New Delhi
11. Sharma, J P (2010) Prayogtmak Bhugol ki Rooprekha, Rastogi Publications, Meerut
12. Singh, R L & Dutta, P K (2012) Prayogtmak Bhugol, Central Book Depot, Allahabad
13. कुमार डॉ. अर्जुन , 'प्रात्यक्षिक भूगोल'
14. अहिरराव डॉ. डी.वाय. व प्रा. करंजखेले प्रात्यक्षिक भूगोल
15. नागतोडे , लांजेवार 'नकाशाशास्त्र व प्रात्यक्षिक भूगोल , पिपळापुरे प्रकाशन , नागपूर
16. शिंदे डॉ. एस. बी. , 'नकाशाशास्त्र' फडके प्रकाशन, कोल्हापूर
17. कनकुरे डॉ. के.बी. , डॉ. मानकरी एम.पी. , 'प्रात्यक्षिक भूगोल'



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B. A. Second Year

Subject Geography

Semester – IV

Paper- CCGEOG-VII Introduction to Human Geography Part-I

Marks: 50 (40+10 Internal)

Credits: 02

Periods: 60

## Introduction to Human Geography Part-I

UNIT-I		Hours
	<ul style="list-style-type: none"><li>Meaning, Definition and Scope of Human Geography,</li><li>Branches of Human Geography</li><li>Ratzel's Contribution to Human Geography</li></ul>	15
UNIT-II	<ul style="list-style-type: none"><li>Human races—</li><li>Basis of Classification,</li><li>Races of World and India by G. Taylor</li></ul>	15
UNIT-III	<ul style="list-style-type: none"><li>Man-Environment relationship—Determinism, Possibilism, Neo-determinism</li><li>Human adaptation to Environment—Eskimo and Gond</li></ul>	15
UNIT-IV	<ul style="list-style-type: none"><li>Primary economic activities—</li><li>Shifting and Subsistence Agriculture,</li><li>Hunting and Gathering, Fishing</li></ul>	15

### Suggested Reading

1. Dikshit R. D., 1997: Geographical Thought: A Contextual History of Ideas, Prentice-Hall India.
2. Hartshorn R., 1959: Perspectives of Nature of Geography, Rand MacNally and Co.
3. Holt-Jensen A., 2011: Geography: History and Its Concepts: A Students Guide, SAGE.
4. Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
5. Johnston R; Gregory D. Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
6. Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.
7. Kaushik, S.D. (2010) Manav Bhugol, Rastogi Publication, Meerut.
8. Maurya, S.D. (2012) Manav Bhugol, Sharda Pustak Bhawan, Allahabad.
9. Hussain, Majid (2012) Manav Bhugol, Rawat Publications, Jaipur





**B.A Second Year (Semester IV) Geography  
Paper CCGEOG –VIII  
Practical Geography**

Marks: 50 (40 + 10 Internal) Credits: 02

Periods: 30

**Practical Geography**

Unit-I	Construction , Merits, Demerits, Characteristics and Uses of following projection	Hours
	a) Simple Cynical Projection	8
	b) Cylindrical Equal Area Projection	
	c) Conical Projection with One standard Parallel	
	d) Conical Projection with Two standard Parallel	
Unit-II	Use of Statistical Methods Measurement of dispersions	8
	a) Mean Deviation	
	b) Quartile Deviation	
	c) Standard Deviation	
Unit-III	Use of Bar graphs and Line Graphs (Simple, Multiple and Compound) for following Data Population, Agriculture , Industry and Transport	7
Unit-IV	Filed study of Weather Station /Topographical features.	7

**Plan of Practical Examination**

The following plan will be strictly followed to test the skill developed by students

1	(a) Construction projection	(8 Marks)
	(b) Merits, Demerits, Characteristics and Uses	(2 Marks)
2	Statistical Methods (Two Examples)	(4 Marks)
3	(a) Use of Bar Graphs	(4 Marks)
	(b) Use of Line Graphs	(4 Marks)
4	Field study of Weather Station /Topographical features.	(4 Marks)
5	Viva-Voce	(5 Marks)
6	Practical Record, Attendance and Punctuality	(5 Marks)

**Internal Test Examination**

(10 Marks)



**Suggested Reading**

1. Anson R. and Ormelling F. J., 1994: International Cartographic Association: Basic Cartographic Vol. Pregmen Press.
2. Gupta K.K. and Tyagi, V. C., 1992: Working with Map, Survey of India, DST, New Delhi.
3. Mishra R.P. and Ramesh, A., 1989: Fundamentals of Cartography, Concept, New Delhi.
4. Monkhouse F. J. and Wilkinson H. R., 1973: Maps and Diagrams, Methuen, London.
5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: Cartography: Past, Present and Future. Elsevier, International Cartographic Association.
6. Robinson A. H., 2009: Elements of Cartography, John Wiley and Sons, New York.
7. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
8. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
9. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
10. Singh R L & Rana P B Singh(1991) Prayogtmak Bhugol ke Mool Tutva, Kalyani Publishers, New Delhi
11. Sharma, J P (2010) Prayogtmak Bhugol ki Roopreikha, Rastogi Publications, Meerut
12. Singh, R L & Dutta, P K (2012) PrayogatmakBhugol, Central Book Depot, Allahabad
13. कुंभार डॉ. अर्जुन , 'प्रात्यक्षिक भूगोल'
14. अहिरराव डॉ. डी.वाय. व प्रा. करंजखेले प्रात्यक्षिक भूगोल
15. नागतोडे , लानेवार 'नकाशाशास्त्र व प्रात्यक्षिक भूगोल , पिंपळापूरे प्रकाशन , नागपूर
16. शिंदे डॉ. एस. बी. , 'नकाशाशास्त्र' फडके प्रकाशन, कोल्हापूर
17. कनकुरे डॉ. के.बी. , डॉ. मानकरी एम.पी. , 'प्रायक्षिक भूगोल'



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Rashtrasant Tukadoji Maharaj  
Nagpur University, Nagpur

SEMESTER SYSTEM SYLLABUS

FOR

B.A. I

**MUSIC**

( VOCAL AND INSTRUMENTAL )

(WITH EFFECT FROM 2022 -23 AND ONWARDS)

*Handwritten signatures and dates:*  
24/7/22  
21/7/2022  
23/7/22  
23/7/22



**Semester Pattern**  
**B. A. - Part I**  
**INDIAN MUSIC**  
**(Vocal and Instrumental)**

- 1) There should be 6 periods for practical and 2 periods for theory in each week.  
(दर आठवड्याला प्रात्यक्षिकासाठी ६ तासिका व संगीत शास्त्रासाठी २ तासिका असाव्यात.)
- 2) There should be maximum 7 students per batch.  
(एका वेळी एका तुकडीत कमाल ७ विद्यार्थी / विद्यार्थिनी असावे.)
- 3) Due to natural differences in voice, boy and girl students should have separate batches for music practical periods.  
आवाजाच्या नैसर्गिक फिननेमुळे विद्यार्थी व विद्यार्थिनींचा प्रात्यक्षिकाचा वर्ग वेगळा असावा.
- 4) One practical period of 48 Minutes shall be counted equal to one lecture period of 48 Minutes.  
(४८ मिनिटांची प्रात्यक्षिकाची एक तासिका ४८ मिनिटांच्या शास्त्राच्या एका तासिकेसमान मानली जाईल)

**Notes:-**

- 1) Acoustic (Manual) taanpura is mandatory in practical classes as well as practical exam.
- 2) The Harmonium accompaniment for vocal music will not be allowed.
- 3) Tabla player's accompaniment is mandatory in practical classes, as well as in practical exam. Only external students are allowed to arrange their own tabla accompanist in practical exam.
- 4) Following instruments can be offered for Exam in instrumental music:

a) Violin	e) Bin	i) Sanai	m) Guitar
b) Dilruba	f) Got-bin	j) Flute	n) Keyboard
c) Israj	g) Sitar	k) Tabla	
d) Sarangee	h) Sarod	l) Harmonium	
- 5) A) Candidate offering instrumental music should study and practice मसौलखानी गत instead of विलंबित ख्याल and रजाखानी गत instead of हुत ख्याल. Candidates are expected to know the history of their instrument, parts, related technical terms and method of tuning.  
B) Syllabus for Tabla is given at the end separately.
- 6) Candidates should submit the checked practical record book at the time of practical exam.
- 7) Bhatkhande system of notation will be followed.

*Handwritten signatures and dates:*  
Atipada  
Magdhar  
29/7/2022  
2



B. A. Part I  
Semester I

Practical Test  
(Approximately half an Hour) Marks - 40

Course outcomes:

1. Students will be able to perform alankars.
2. Students will be able to perform Sargam geet, Lakshana geet.
3. Students will be able to perform Chhota khayal / rajakhani gat and outline of Bada khayal / masitkhani gat.
4. Students will be able to express prescribed taals on tali.

1. The candidate should learn and practice 10 alankars of shuddha swaras.  
(शुद्ध स्वरांचे 10 अलंकार)

2. Sargam and Lakshana Geet in each form of the following Ragas:

i) Yaman ii) Kafi iii) Tilang iv) Bhairav

3. Vilambit Khayal / Masit Khani Gat with detailed Gayaki in **any one** of the prescribed Ragas. Drut Khayal or Raja Khani Gat with Gayaki in all the prescribed Ragas.

4. One Dhrupad with Dugun and a Tarana from prescribed Ragas.

5. Study of following Talas with dugun.

i) Trital ii) Ektal iii) Choutal iv) Dadra

6. Any one form of light music.

*Handwritten signatures and dates:*  
22/7/22  
29/7/2022  
23/7/22  
23/7/22



**B. A. Part I**  
**Semester I**  
**Theory**

**Time - Two hours** **Marks - 40**

---

**Course outcomes:**

1. Students will get basic knowledge of Swar, Alankar, Rag and Tal.
  2. Students will get knowledge of terminologies regarding music.
  3. Students will get knowledge of Tanpura, Tabla, Harmonium and Electronic Tanpura, Tabla.
  4. Students will be able to read and write notation of compositions in Pt. Bhatkhande Notation system.
- 

**Unit I (Marks: 08)**

- 1) Definition, Genesis and Development of Music.
- 2) Mathematical derivation of 72 Thaats by Pt. Venkatmakhi.

**Unit II (Marks: 12)**

- 1) Study of theoretical details of Ragas prescribed for practical course (Yaman, Kafi, Tilang, Bhairav) and their comparative study.
- 2) Reading and writing of notation of songs (Bandish / Gat) prescribed in the practical course.
- 3) Writing of Talas (Trital, Ektal, Choutal, Dadra) with dugun and chougun.

**Unit III (Marks: 08)**

- 1) General knowledge of the biographies and the contribution of the following Musicians:
  - Pt. Vishnu Narayan Bhatkhande
  - Amir Khusro
- 2) Classification of Instruments, with detailed knowledge of Taanpura, Tabla & Harmonium.

**Unit IV (Marks: 12)**

- 1) General knowledge of the musical compositions –
  - a) Dhrupad b) Khayal c) Tarana d) Ghazal e) Bhajan
- 2) Definitions of following terms:  
Aroha, Avaroha, Pakad, Sthayee, Antara, Sargangeet, Lakshangeet, Vadi, Samvadi, Anuvadi, Vivadi, Vama, Alankar, Saptak, Thaats and its rules, Varjya

6

*(Handwritten signatures and dates)*  
29/7/2022



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

swar, Vakra swar, Shuddha - Vikrit swar, Tali, Khali, Matra, Sam, Taal, Theka, Laya and its kinds, Avartan.

Suggested activities:

1. Participation in activities organized in the college.
2. Assignment and project
3. Collection of raga-based songs.
4. Listening sessions of classical music.

*(Handwritten signatures and dates)*  
22/7/22  
Magalwar  
29/7/2022  
23/7/22  
23/7/22



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B. A. Part I  
Semester II

Practical Test  
(Approximately half an Hour) Marks - 40

Course outcomes:

1. Students will be able to perform Chhota khayal / rajakhani gat and Bada khayal / masitkhani gat with gayaki / gatakari.
  2. Students will be able to perform tarana and dhrupad with its dugun.
  3. Students will be able to express prescribed taals on tali.
- 
7. The candidate should learn and practice 10 alankars of shuddha swaras:  
(शुद्ध स्वरांचे 10 अलंकार)
- 1) Sargam and Lakshan Geet in each from of the following Ragas.  
i) Bhupali ii) Alhaiya bilawal iii) Vrindawani Sarang iv) Bhairavi
  - 2) Vilambit Khyal / Masit Khani Gat with detailed Gayaki in **any two** of the prescribed Ragas, Drut Khyal or Raja Khani Gat with Gayaki in all the prescribed Ragas.
  - 3) One Dhamar with Dugun and a Tarana from prescribed Ragas.
  - 4) Study of following Talas with dugun:  
i) Tilwada ii) Zaptal iii) Dhamar iv) Keharwa
  - 5) Any one form of light music.

*Handwritten signatures and date:*  
G. H. Acharya  
M. S. Acharya  
27/7/2022  
A. S. Acharya





**B. A. Part I  
Semester II**

**Time - Two hours**

**Theory**

**Marks - 40**

**Course outcomes:**

1. Students will get detailed knowledge of that system.
2. Students will get knowledge of prescribed ragas and talas.
3. Students will get knowledge of terminologies regarding music.
4. Students will get acquainted with the contribution of great musicians.

**Unit I (Marks: 08)**

- 1) Mathematical derivation of 484 Ragas from one Thaata on the basis of Raga Jati.
- 2) Place of Music in Fine Arts.

**Unit II (Marks: 12)**

- 1) Study of theoretical details of Ragas prescribed for practical course (Bhupali, Alhaiya bilawal, Vrindavani Sarang, Bhairavi) and their comparative study.
- 2) Reading and writing of notation of songs (Bandish)/ Gats prescribed in the practical course.
- 3) Writing of Talas (Tilwada, Zaptal, Dhamar and Keharawa) with dugun and chougun.

**Unit III (Marks: 08)**

- 1) General knowledge of the biographies and the contribution of the following Musicians:
  - Pt. Vishnu Digambar Paluskar
  - Nayak Gopal
- 2) Raga Samay Siddhant

**Unit IV (Marks: 12)**

- 1) General knowledge of the musical compositions:
  - a) Dhamar b) Tappa c) Thumri d) Hori e) Chaturang
- 2) Definition of Technical terms:

*Handwritten signatures and dates:*  
22/11/22  
23/11/22  
23/11/22  
23/11/22



Nad, Shruti, Swar, Elementary Study of sound: Musical sound, Noise, Kampan gati, Andolan sankhya, Pitch, Magnitude and Timber or Quality; Purvanga, Uttaranga, Alap – Tan, Grah, Ansh, Nyas, Rag and its rules, Meend (sut), Ghasit, Krintan, zam – zama, Khatka, Murki,

**Suggested activities:**

1. Group discussion on various topics in the syllabus.
2. Short essays on various topics in the syllabus.
3. Collection of raga-based songs.
4. Listening sessions of classical music.

*Handwritten notes:*  
Nad, Shruti, Swar  
Magatwa  
Khatka  
22/11/2022





## Tabla Practical

### Course outcomes:

1. Students will be able to play syllables (वर्ण) on Tabla and Dagga.
  2. Students will be able to play thekas with different layakaries.
  3. Students will be able to render prescribed talas orally.
  4. Students will be able to render at least two variations of theka and laggi of prescribed talas.
- 1) Practice of Producing the Syllables (वर्ण) on Tabla and Dagga (दायाँ & बायाँ) :
    - a. Syllables played with right hand,
    - b. Syllables played with left hand and
    - c. Syllables played with both hands
  - 2) Study of the Thekas of the following Talas with Dugun, Tigun and Chougun:
    - i) Trital ii) Zaptal iii) Dadra
  - 3) Study of the Thekas with simple compositions and their oral renderings (पढेंत) in the following talas:
    - i) Choutal ii) Roopak iii) Deepchandi
  - 4) Uncommon tala: (Theka with dugun only) Matta Tal (9 & 18 matra)
  - 5) Vistar (Quida (कायदा), Rela, Patla (पल्ला) Gat (गत) Tihai, Tukdas and Mukhadas etc.) of the following Talas with oral rendering (पढेंत):
    - i) Trital ii) Zaptal
  - 6) At least two variations of the Theka and Laggis of Dadra and Kaharva tal.
  - 7) Recognizing the sum of a Tal and Song.

*Handwritten signatures and dates:*  
G. H. Tal  
29/7/2022  
Rohit  
M. S. Tal  
29/7/2022  
Rohit



## Semester Pattern Syllabus for Tabla Theory

B. A. Part – I

Semester I

Time: 2 hours

Marks - 40

### Course outcomes:

1. Students will get acquainted with the origin of tabla, its transformation and classification.
2. Students will get acquainted to basic terminologies of tabla.
3. Students will be able to right and read notation of all talas prescribed.
4. Students will be able to describe the diagram of tabla – dagga.
5. Students will get acquainted with the contributions of great table artists.

### Unit I (08 Marks)

- 1) The origin and history of Tabla, its evolution and transformation in the present form.
- 2) Technique of producing different syllables (वर्ण) on Tabla and Dagga (दायाँ-बायाँ)

### Unit II (12 Marks)

Definitions of the following terms: Sangeet, Swar, Matra, Laya, Avarthan, Theka, Dugun, Tigun and Chougun, Kism, Uthan, Laggi, Paran, Peshkar.

- 1) Method of writing notation of all Talas Prescribed in practical syllabus.
- 2) Solo playing – general idea and simple rules.

### Unit III (08 Marks)

- 1) Importance of Sam-Kal, Khali-Bhari, Vibhag etc. in Tal.
- 2) Classification of Musical Instruments with description of Tat – vitat (तत् – वितत) and Avanaddha vadya.

### Unit IV (12 Marks)

General idea of parts of tabla – dagga with diagram.

- 1) Comparative study of the features and application of Damdar, Bedam and Chakradar talas.
- 2) Life history and Contribution to the field of Tabla of the following :-  
Pt. Samtprasad (Gudai maharaj), Ustad Allarakha, Khalifa Wajid Hussain

Handwritten signatures and dates at the bottom of the page:

- Signature: 22/7/22
- Signature: 23/7/22
- Signature: 23/7/22
- Signature: 23/7/22
- Signature: 23/7/22



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## Suggested Activities:

1. Group discussion on various topics from the syllabus.
2. Short essay on various topics from the syllabus.
3. Listening sessions of Tabla wadan of various Gharanas.

*Handwritten signatures and dates:*  
G. M. Acharya  
M. S. Acharya  
H. S. Acharya  
S. S. Acharya  
29/7/2021





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## Semester Pattern Syllabus for Tabla Theory

B. A. Part I

Semester II

Time: 2 hours

Marks - 40

### Course outcomes:

1. Students will get acquainted to various Gharanas of Tabla.
2. Students will get knowledge of various terminologies of tabla.
3. Students will get knowledge of Ghana and Sushir types of instruments.
4. Students will be acquainted to various perspectives of accompaniment.

### Unit I (08 Marks)

1. Elementary knowledge of all Gharanas of Tabla, details of any one gharana.
2. Technique of producing (निकास) different syllables (any four)  
गिरकिट, किटतक, तकडा, चिरधिर, गदिगन, कडधातिट, धगेतिट

### Unit II (12 Marks)

1. Meaning and Explanation of the distinctive Features and application of the following:- Quida (कायदा) Gat (गत) Mukhada (मुखडा), Rela, Tukada (तुकडा) Mohara (मोहरा) Tihai (तिहाई), Bol and Palta.
2. Writing notation of all Tala, Quida, Rela etc. Prescribed in practical syllabus.
3. Solo playing – general idea and simple rules.

### Unit III (08 Marks)

1. Importance of Peshkar, Quida, Rela, Gat, Chakradhar, Paran in Solo tabla playing.
2. Classification of Musical Instruments with description of Ghana and Sushir Vadya.

### Unit IV (12 Marks)

1. General rules of tabla tuning.
2. General idea about tabla accompaniment with गायन, वादन व नृत्य its rules.
3. Comparative study of the features and application of Damdar (दमदार) Bedam (बेदम) and Chakkradar Tihais (चक्रदार तिहाई).
4. Life history and Contribution to the field of Tabla of the following artists: -  
Pt. Ram Sahay Mishr, Pt. Ayodhya Prasad, Pt. Purushottamdas Pakhwaji

*Handwritten signatures and dates:*  
21/7/2022  
All India





### Suggested activities:

1. Group discussion on various topics from the syllabus.
2. Short essay on various topics from the syllabus.
3. Listening sessions of Tabla wadan of various Gharanas.

Atispuke  
21/7/22  
Magalwar  
Ashish  
Somanthi Gode  
23/7/22  
Sonus  
29/7/2022  
son  
23/7/22



**Books recommended:**

1. पं. वि. ना. भातखंडे: हिंदुस्थानी संगीत क्रमिक पुस्तक मालिका, भाग १ ते ४.
2. पं. व्ही. एन. पटवर्धन : राग विज्ञान भाग १ ते ५
3. पं. वि. ना. भातखंडे : हिंदुस्थानी संगीत पध्दती, भाग २ ते ४ विष्णु शर्मा
4. शांती श्रीखंडे : संगीत शास्त्र दर्पण १, २
5. महेश नारायण सक्सेना : संगीत शास्त्र भाग १,२
6. Bandhopadhyaya : Sitar Marga, Part I & II
7. Pt. Rajabhaya Poochwale: Dhruopad, Dhammar Gayaki
8. S.K.Chaubey: Indian Music Today
9. Pt. Bhatkhande : A short Historical Survey of Northern Indian Music.
10. Pt. Bhatkhande: A comparative study of Indian Music of 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup> Century.
11. प्रो. बी. आर. देवभर : राग संग्रह भाग १ ते ३
12. श्री. गौडवोले : तबला शास्त्र - ताल दीपिका
13. श्री किरपेकर : ताल वैभव
14. संगीत कार्यालय हाथरस - तालअंक
15. Dr. G. H. Taralekar : History of Indian Musical Instruments.
16. डॉ. नारायण मंगळकर - संगीत शास्त्र विजयिनी
17. श्री. ना. वि. पंडित : क्लायलिन (महाराष्ट्र विद्यापीठ ग्रंथ निर्मितो मंडळ)
18. अ. वि. वेंडेकर : हार्मोनियम (म.वि.प्र.नि.मं)
19. श्री. अरविंद मुळगावकर : तबला (म.वि.प्र.नि.मं)
20. कै. चैतन्य देसाई : संगीत विषयक संस्कृत ग्रंथ (म.वि.प्र.नि.मं)
21. सत्यनारायण वशिष्ठ: कायदा और पेशकार
22. सत्यनारायण वशिष्ठ: ताल मार्वंड
23. सत्यनारायण वशिष्ठ: तबलेपर दिल्ली और पुरव
24. प्रभूलाल गर्ग 'वसंत' : संगीत विशारद (संगीत कार्यालय हाथरस)
25. ताल प्रभाकर प्रश्नोत्तरी : श्री. गिरिशचंद्र श्रीवास्तव
26. ताल परिवय भाग १, २, ३ : श्री. गिरिशचंद्र श्रीवास्तव
27. डॉ. आबान मिस्त्री : तबला एवं पखवाज के घराने एवं परम्पराएँ
28. पं. रामाश्रय झा - अभिनव गौतमजली भाग १ ते ५, संगीत सदन प्रकाशन इलाहाबाद

\*\*\*\*\*

*Handwritten signatures and dates:*  
A. H. A. H.  
22/7/22  
Shree...  
28/7/2022



**Proposed Scheme of Examination for Bachelor of Arts (Psychology) Choice Based Credit System (CBCS) from Academic Session 2023-24.**

**B.A (Psychology) – Semester I**

Sr. No.	Course Type	Subjects	Course Code	Teaching Scheme Total Hours	Examination Scheme				Total Marks	Credits
					Max. Marks (TH/Practical) *	Max. Marks (IM)	Total Marks	Min. Passing Marks		
1	CC1	English Communication - I	1T2	40	80	20	100	40	100	4
2	CC2	Fundamentals of Psychology - I	1T3	40	80	20	100	40	100	4
3	CC3	Fundamentals of Psy - II	1T3	40	80	20	100	40	100	4
4	AECC1	Environment Science	1T4	20	80	20	100	40	100	2
5	GE1	Biopsychology	1T5	40	80	20	100	40	100	4
6	P1	Practicals based on Basic Mental Processes	1P1	40	80	20	100	40	100	2
Total				220	400	200	600	240	600	20

**\* Semester end examination**

Note :

1. Duration of each theory class should be of 1 hr.
2. TH = Theory, IM = Internal Marks.
3. Minimum marks for passing the subject will be 40.
4. Practical and theory will be counted as two separate papers and needs to be clear separately.
4. There would be combined passing for Written Exam. and internal assessment taken together.
5. There would be combined passing for Practical Exam. and internal assessment taken together.
5. One credit is equivalent to 10 hour of Teaching for theory courses and 20 hours for practical.

**B.A (Psychology) – Semester II**

Sr. No.	Course Type	Subjects	Course Code	Teaching Scheme Total Hours	Examination Scheme				Total Marks	Credits
					Max. Marks (TH/Practical) *	Max. Marks (IM)	Total Marks	Min. Passing Marks		
1	CC4	English Communication -2	2T1	40	80	20	100	40	100	4
2	CC5	Social Psychology- I	2T2	40	80	20	100	40	100	4
3	CC6	Social Psychology- II	2T3	40	80	20	100	40	100	4
4	AECC 2	Emotional Intelligence	2T4	20	80	20	100	40	100	2
5	GE2	Human Development	2T5	40	80	20	100	40	100	4
6	P2	Practicals based on Social Psychology & Case Study	2P1	40	80	20	100	40	100	2
Total				220	400	200	600	240	600	20

*[Handwritten Signature]*

*[Handwritten Signature]*

*[Handwritten Signature]*

*[Handwritten Signature]*

*[Handwritten Signature]*



**Proposed Scheme of Examination for Bachelor of Arts (Psychology) Choice Based Credit System (CBCS)  
from Academic Session 2023-24.**

**B.A (Psychology) – Semester I**

**Prescribed Question Paper Format for Written Exam**

For all courses *except English Communication I, English Communication II and all Practicals*, following format shall be used for setting question papers;

Q.1 Very short answer type questions 8 questions (2 questions from each unit) of 2 marks each =  $8 \times 2 = 16$

- A. (Unit I)
- B. (Unit I)
- C. (Unit II)
- D. (Unit II)
- E. (Unit III)
- F. (Unit III)
- G. (Unit IV)
- H. (Unit IV)

Q2. Short answer type questions 8 questions (2 questions from each unit) of 3 marks each =  $8 \times 3 = 24$

- A. (Unit I)
- B. (Unit I)
- C. (Unit II)
- D. (Unit II)
- E. (Unit III)
- F. (Unit III)
- G. (Unit IV)
- H. (Unit IV)

Q3. Long answer type questions (with internal choice) (Unit I)

- A. 5 marks
- B. 5 marks
- Or
- C. 10 marks

Q4. Long answer type questions (with internal choice) (Unit II)

- A. 5 marks
- B. 5 marks
- Or
- C. 10 marks

Q5. Long answer type questions (with internal choice) (Unit III)

- A. 5 marks

*Handwritten signatures and initials:*  
1. [Signature]  
2. [Signature]  
3. [Initials]  
4. [Initials]



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

- B. 5 marks  
Or  
C. 10 marks

Q6. Long answer type questions (with internal choice) (Unit IV)

- A. 5 marks  
B. 5 marks  
Or  
C. 10 marks

### Prescribed Question Paper Format for Practical Exam

Component	Marks
Conduct of Experiment / Test (External Examiner)	25
Report of Experiment / Test (Internal Examiner)	25
Viva- Voce (External Examiner)	25
Record Book (Internal Examiner)	25

### Evaluation of Internal Marks-

Theory & Practical Internal-

- Attendance - 05
- 01 Assignment /02 Presentation - 10
- Class Conduct - 05

*R. J. Jaisani*      *Prad*      *Prad*      *Prad*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## Syllabus

### Semester I

CC1: English Communication –I

#### Course Outcomes

CO1	The student's will be able to express their emotions and ideas in English in spoken and written form.
CO2	The students will be able to analyze and discuss and debate on different topics on the basis of the prescribed prose and poems
CO3	The students will be able to make use of ICT and social media in more constructive manner
CO4	The students will be able to develop logical reasoning and will be able to form and give their personal opinions and take decisions on various topics
CO5	The students will be able to speak, converse, deliver a speech, narrate and describe in English.

Prescribed Text: INSPIRATIONS -Raghav Publishers

UNIT- 1 –Prose: Home coming Dr. Tapati Dey, The Lighthouse Keeper of Aspinwall - Henry Sienkiewicz, Ilya's - Leo Tolstoy

Unit- 2 – Prose: Social Media- Dr.Sujata Chakravorty, World of Advertising- Dr.Pranjali Kane, OYO -Reinventing Hospitality.

Unit – 3: (A) Communication: Communication Process, Sender, Channel, Message, Receiver and Response, Types of Communication – According to mode – Oral and Written. According to Medium – Electronic and Print. According to number of participants – Dyadic and Group. According to Direction – One way and Two way. According to purpose – General and Business (Specific). (B) Communication – Business Manners – Body Language, Gestures, Telephonic etiquette, Email etiquette

Unit – 4: Business Correspondence - Business Letter Writing- Enquiries and replies, Placing and fulfilling orders, Complaints and follow-up letters, Sales letters, Circular letters, Application for employment, Claim and Adjustment Letters.

Language Study: Grammar:-Use Correct Tense Forms of the Verb, Preposition, Articles, and Punctuation. Enriching Vocabulary: Synonyms and Antonyms, Change of Word from Noun to Adjective & vice-versa.

#### Reference Books:

Prescribed Textbook: INSPIRATIONS - Raghav Publishers

Business Communication and Management - Dr.K.R.Dixit (Vishwa Publishers, Nagpur)

Business Communication: Urmila Rai, S.M. Rai- (Himalaya Publishing House)

Business Correspondence and Report Writing - R. C. Sharma & Krishna Mohan (Tata McGraw Hill)

Developing Communication Skills - Krishna Mohan & Meera Baneji (Macmillan)



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

A Course in English Grammar by R.N.Bakshi - Orient Longman, 2003-2007.

Grammar for All. N Ramlingam, Himalaya Publishing House, 2nd Edition 2014.

English Grammar - N.D.V. Prasada Rao (S.Chand)

Developing Communication Skills - Krishna Mohan & MeeraBane1ji (Macmillan)

QUESTION PAPER PATTERN- ENGLISH COMMUNICATION I

Time:3 Hrs

Maximum Marks - 80

Q. 1

(A) TWO out of THREE SAQs from prose section of Unit-I (2x4) = 08 Marks

(B) TWO VSAQs from prose section of Unit-I (2x2) = 04 Marks

(C) ONE PRQ out of TWO from Prose section of Unit -I (1x4) = 04 Marks

Q.2.

(A) TWO out of THREE SAQs from prose section of Unit-II (2x4) = 08 Marks

(B) TWO VSAQs from prose section of Unit -II (2x2) = 04 Marks

(C) ONE PRQ out of TWO from Prose section of Unit -I (1x4) = 04 Marks

Q 3

(A) ONE LAQ out of TWO from Unit II (A) (1x8) = 08 Marks

(B) TWO SAQs out of THREE from Unit III (B) (2 x 4) = 08Marks

Q 4.

(A). ONE out of TWO Letters

Application for Employment/ Enquiries and replies/Quotations/ Placing and fulfilling orders)  
from Unit IV (A) 08 Marks

(B). ONE out of TWO Letters

Complaints and follow-up letters. Sales letters. Circular letters, Claim and Adjustment Letters/)  
from Unit IV (B) 08 Marks

Q 5 (A). EIGHT out of TEN Grammar items prescribed in Unit IV (8x 1) = 08 Marks

(B) Two Questions on each component from Enriching Vocabulary Unit IV = 08 Marks

N.B.

LAQ- Long Answer Questions to be answered in about 150-200 words

SAQ-Short Answer Questions to be answered in about 75-100 words approximately.

VSAQ- Very short answer questions to be answered in one or two sentences.

INTERNAL ASSESSMENT OF SUBJECT-ENGLISH: 20 MARKS

The Internal Assessment would be done on the basis of the assignments submitted by the student and his/her performance, attendance and conduct during the Semester. The concerned teacher shall provide in advance, a list of topics from Unit I and 2 from the prescribed text.

*R. J. Phadnis*

*Prakash*

*Prakash*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Students may be given freedom to submit a creative writing assignment on human Values / world peace/environmental issues inspired by or related to the lessons prescribed in the syllabus and give a PowerPoint presentation/oral presentation.

2 Assignments-5+5

= 10 Marks

PowerPoint Presentation/Oral Presentation

= 5 Marks

Attendance

= 5 Marks

TOTAL-20 MARKS

*R. J. Amari*

*Zmuto*





## CC02 - Fundamentals of Psychology - I

**Objective:** To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

**Unit 1: Introduction to Psychology:** What is psychology? Objectives of study of Psychology, Historical development, Fields and Methods of psychology, observation method, case study method, survey research method, experiment method; Approaches of Psychology – Behaviourism, Cognitive, Biological, Psychoanalytic, Humanistic.

**Unit 2: Cognitive Processes – I** (a) Attention: Concept, Types, Division of attention, (b) Sensation: Process and brief intro. To sensory organs, Perception: Concept, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement; Illusions. (c) Thinking: Process & Components, mental imagery, concept formation, (d) Process and steps involved in Decision Making & Problem Solving, Creative Thinking

**Unit 3: Cognitive Processes – II** (a) Learning: Types of learning, Methods of learning- Conditioning, observational, Insightful Learning, Latent Learning; (b) Memory: Meaning, Process, Stages, Types of memory Concept of Forgetting, causes of forgetting, improving memory. and

**Unit 4: Cognitive Processes – III** (a) **Motivation:** Motivation, Definition, Concept of homeostasis, Types of motives, Maslow's theory of hierarchy. (b) **Emotions:** Components, Theories, Internal & External Correlates of psychology

### Readings:

- Baron, R. & Misra, G. (2013). Psychology. Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

R. J. Misra

Praveen

Praveen

Praveen



## CC03: Fundamentals of Psy - II

### OBJECTIVE:

Provide an overview of the basic psychological processes related with intellectual, personality and moral development

**Unit 1: Mental Processes - I (a) Intelligence** -Definition, Theories of Intelligence- Two Factor Theory, Gardner's theory, Thurstone Theory, Guilford's SOI model., Determinants of Intellectual Development, Mental Retardation and Learning Disability

**Unit 2 - Mental Processes - II (a) Personality**- Definition, Concept, Determinants of Personality Development, Different Perspectives and Theories of Personality-Pschoanalytic: Freud, Psycho-Social: Erikson, Humanistic: Rogers, Type: Hippocrates, Sheldon, Kretschmer, Jung, Trait: Eysenk, Allport, Cattell

**Unit 3 - Psychometric Evaluation of Intelligence & Personality** - Concept of I. Q., C. A., M. A., Distribution of IQ in population, History of Psychological Testing, Types of Psychological Tests (Verbal, Non-Verbal, Psychometric, Projective, Computer Based), Introduction to various Intelligence Tests, Personality Tests, Aptitude Tests

### UNIT 4: Applications of psychology

(a) Psychology for Education & Career (School & Educational Psychology, Career Counseling), (b) Psychology at Workplace (Organizational & Industrial Psychology, OD, OB, HRM Work- Stress and Health Issues, Work-Life Balance), (c) Psychology for Families (Child Psychology, Developmental Psychology, Psychology for Parenting, Premarital Counseling, Family Counseling, Counseling to Addicts, Geriatric Psychology)

(d) Psychology for Human Health & Well-Being (Clinical & Counseling Psychology, Biopsychology, Psychopathology, Medico-Psychology), (e) Psychology for Community (Social Psychology, Psychology and Law, Forensic Psychology, Psychology and Technology, Digital Addiction, Psychology for crisis and rehabilitation)

### Readings:

1. Baran, R. A. (1995): Psychology: The Essential Science, New Delhi, Allyn and Bacon.
2. Benjamin, L. T. (1997): History Of Psychology: Original Sources and Contemporary Research. New Delhi: McGraw-Hill Companies.
3. Chadha, N. K. Seth, S. (2014): The Psychological Realm: An introduction. Pinnacle learning, New Delhi.
4. Ciccarelli, S. & Meyer, G. E. (2008). Psychology. Pearson, New Delhi

*Dr. [Signature]* *[Signature]* *[Signature]* *[Signature]*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

5. Feldman, S. R. (2009): Essentials of Understanding Psychology, Tata McGraw Hill, New Delhi.
6. Kalpan, R. M. and Saccuzzo, D. P. (2005): Psychological Testing: Principal, Application and Issues, 6th Edition, Cengage Learning Inc Private Limited, New Delhi.
7. Lahye, B. B. (2003): Psychology: An Introduction. New Delhi: Tata Hill.
8. Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1986). Introduction to Psychology. McGraw-Hill
9. Anastasi, A. (2016) Psychological Testing 7/e (Adaptation), Pearson Education India

*Zmudo R. G. Mas*      *Adarsh*      *Arsh*      *Zmudo*



## AECC01:- Environmental Science

### Course Outcome

CO1	The Students will be able to recognise the importance of environmental studies and various natural resources
CO2	The students will be able to illustrate various types of pollution and its causes and their control measures
CO3	The students will be able to point out the reasons of population growth and its impact on environment.
CO4	The students will be able to identify and explain the Social issues affecting environment
CO5	The students will be able to relate the environmental issues and act on their own level to protect it.

Unit 1: Introduction to Environment Studies: Definition, Scope importance, Need for public awareness, sustainable development, Natural Resources- renewable and non- renewable resources, role of individual in conservation of natural resources( Forest, water, land, energy, mineral)

Unit 2: Environment Pollution: Types of pollution- air, water, soil, noise, thermal and Nuclear, causes effects and control measures, Global warming, green house effect, Ozone layer depletion, Acid rains

Unit 3: Human Population: Global population growth, variations among nations, Population explosion- causes and impact, Family welfare Programs-methods of sterilization; Infectious diseases, water related diseases, risk due to chemicals in food, Cancer and environment

Unit 4: Social Issues in Environment: Construction of dams: problems and concerns of resettlement, rehabilitation of affected people; Environmental ethics- issues and possible solutions, resource consumption patterns and need for equitable utilization; Equity disparity in western and eastern countries; Urban and rural equity issues; Need for gender equity.

### Reference Books:

1. A text book of environmental by K M Agrawal, P K Sikdar, S C Deb", published by Macmillan
2. Environment management by N K Uberoi", published by Excel Books
3. Environment management by Dr. Swapan Deb", published by Jaico Publishing House.
4. Environmental Management by S K Agrawal", published by A.P.H. publishing Corporation.

*Handwritten signatures:* Ghod, P. K. Uberoi, R. K. Agrawal, Zomuta



## GE1 - BIOPSYCHOLOGY

### OBJECTIVES:

- To explore the biological basis of experience and behaviour.
- To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

**Unit 1: Introduction to biopsychology:** Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

**Unit 2: The Functioning brain:** Structure, and functions of neurons; Neural conduction and synaptic transmission. Methods of studying of Brain function

**Unit 3: Organization of nervous systems:** CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

**Unit 4: Endocrine System:** Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

### Readings:

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
- Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI.

*R. J. Prasad*      *Adinawal*      *Shree*      *3munte*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## P1 - Practicals based on Basic Mental Processes

Any Five

1. Substitution learning
2. Habit interference
3. Knowledge of results
4. Maze learning
5. Recall and recognition
6. Division of attention
7. Muller- Layer Illusion
8. Alexander Pass Along Test
9. Koh's Block Design Test
10. Personality Test

*Prof. R. J. Amari*  
*Prof. R. J. Amari*  
*R. J. Amari*  
*Prof. R. J. Amari*



Semester – II

CC04 - English Communication - II

Course Outcomes

CO1	The students will be able to discover the writing styles of different authors
CO2	The students will be able to connect the different authors views and opinions
CO3	The students will be able to illustrate various business correspondences
CO4	The students will be able to choose various grammar tools in modern correspondence
CO5	The students will be able to speak, converse, deliver a speech, narrate and write in English.

Unit 1: Prose: The Dispenser of Holy Water- Guy de Maupassant, After Twenty Years – O.Henry, The Wall- Dr.Sunilkumar Navin

Unit 2: Prose: Beware. You are Being Tracked! - Dr.Supantha Bhattacharyya, What is integrity? Subroto Bagchi, Unsung Women Achievers of Contemporary India - Dr.Subhashree Mukherjee

Unit 3: (A) Business Communication: Elements of communication Objectives of communication Essentials of effective communication Barriers to effective communication Suggestions to overcome the barriers. (B) - Business Communication & Correspondence, Memorandum Writing, Notice, Agenda and Minutes Writing Advertisements for: Rent, Sale, Situations Vacant, Credit letters-Granting/Refusing Credit, and Letter to the Bank for Overdraft Facility.

Unit 4: (A) Grammar: Subject-Verb-Agreement, Pronouns and Possessive Adjectives; Spotting errors and rewriting sentences correctly.(B) Language Study: Views and Opinions (Current, Social, Cultural, Political); Synonyms & Antonyms (based on the exercises at the end of the prescribed lessons from INSPIRATIONS), One Word Substitute based on lessons in INSPIRATIONS.

Readings:

- INSPIRATIONS- Raghav Publishers
- Business Communication and Management- Dr. K. R. Dixit (Vishwa Publishers, Nagpur)
- Business Communication: Urmila Rai, S. M. Rai - (Himalaya Publishing House)
- Business Correspondence and Report Writing - R. C. Sharma & Krishna Mohan (Tata McGraw- Hill)
- Developing Communication Skills - Krishna Mohan & Meera Banerjee (Macmillan)
- English Grammar - N. D. V. PrasadaRao (S.Chand)

*R. J. Prasad*

*Prasanna*

*Prasad*

*Prasad*



## QUESTION PAPER PATTERN – English Communication –II

Time: 3 Hours

Max. Marks: 80

N.B.

VSAQ-Very Short answer questions to be answered in one or two sentences

SAQ-Short answer questions to be answered in 75-100 words

PRQ-Personal Response questions to be answered in 75-100 words

Q.1.

(A) TWO out of THREE SAQs from prose section or Unit-I (2x4) = 08 Marks

(B) TWO VSAQs from prose section or Unit -I (2x2) = 04 Marks

(C) ONE PRQ out of TWO from Prose section of Unit -I(1 x4) = 04 Marks

Q.2.

(A) TWO out of THREE SAQs from prose section of Unit-II (2x4) = 08 Marks

(B) TWO VSAQs from prose section of Unit -II (2x2) = 04 Marks

(C) ONE PRQ out of TWO from Prose section of Unit -II (1 x4) = 04 Marks

Q.3

A. One LAQ out of TWO from Unit III (A) (1 x8) = 08 Marks

B. TWO SAQs out of THREE from Unit III (B) (2x4) = 08 Marks

Q4.

A. ONE out of TWO Letters = 08 Marks

(Credit letters - Granting/Refusing Credit. Letter to Bank for overdraft facility)

Q 5.

A. EIGHT out of TEN Grammar items in Unit IV (A) = 08 Marks

B. Views and Opinions on Current Topics = 08 Marks

C. Questions from Unit IV (B) = 08 Marks

(Four items out of six on meanings of the Synonyms, Antonyms – [1x 4 Marks] and Four items out of six on One Word Substitute –[1 x 4 Marks])

INTERNAL ASSESSMENT OF SUBJECT -ENGLISH:

20 MARKS

The Internal Assessment would be done on the basis of the assignments submitted by the student and his/her performance, attendance and conduct during the Semester. The concerned teacher shall provide in advance, a list of topics based on the Units I & II from the prescribed text book.

Students may be given freedom to submit a creative writing assignment on human values/world peace/environmental issues inspired by or related to the lessons prescribed in the syllabus and give a PowerPoint presentation/oral presentation.

2 Assignments-5+5 = 10 Marks

PowerPoints Presentation/Oral Presentation-5 Marks Attendance = 5 Marks

TOTAL= 20 MARKS





## CC05 - Social Psychology- I

### Objective:

Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society

Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.

**Unit 1: Psychology of the Social:** The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology, Objectives of study of Social Psychology, Levels of Social Behaviour

**Unit 2: Understanding and evaluating the social world:** (a) Concept of Self and Development of Self concept, Self-esteem, (b) Social Perception & Cognition: Impression Management (self-presentation); Social identity, (c) Attribution: Concept, Theories of Attribution, Errors in Attribution, (d) Locus of Control: Internal & External

**Unit 3: Social Interaction-** (a) **Attitude:** Nature and Functions of Attitude; Attitude and Behaviour- KAP Studies (Knowledge-Attitude-Performance), Attitude Formation, Attitude Change, Cognitive Dissonance, (b) **Prejudices :** Nature and Components of Prejudices, Acquisition and Reduction of Prejudices.

**Unit 4: Behavior in social perspective -** (a) **Prosocial Behaviour:** Personal, Situational and Socio-cultural determinants of Prosocial Behaviour, Bystander Effect, Theoretical Explanation of Pro - Social Behaviour.(b) **Aggression –** Social and Personal Determinants of Aggression, Prevention and Control of Aggression.

### Readings:

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Deaux, K & Wrightsman, L. (2001). Social Psychology. California: Cole Publishing

Kassin, S., Fein, S., & Markus, H.R. (2008). Social psychology. New York: Houghton Mifflin.

Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.

Myers, D.G. (2008). Social psychology New Delhi: Tata McGraw-Hill.

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson.

*3mmute* *R. J. Arora* *Dr. J. K. Arora* *Dr. J. K. Arora* *3mmute*



## CC06: - Social Psychology- II

### Objective:

To understand social interactions and individual and inter-group dynamics

**Unit 1 - Communication** - Definition and Concept of Communication, Communication Model, Verbal and Non-Verbal Communication, Non-Verbal Cues in Social Life, Recognizing Deception, Barriers in Communication, Skills Involved in Communicating and Listening,

**Unit 2- Groups and Individuals-** Group - Group structure and function, Task performance: Social facilitation, Social loafing; Conformity, Obedience and social modeling; Group cohesiveness.

**Unit 3- Group Dynamics and inter-group relations:** Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter-group conflict, Intervention techniques.

**Unit 4 - Psychology and Social Issues** - Antisocial Behavior (i) Corruption and bribery, Juvenile delinquency, terrorism (ii) Crime and criminal behavior, Alcoholism and drug abuse, Psychopath

### Reading-

Srinivas, M.N. (1966). Social change in modern India, -Bombay: Allied

Mohanty, A .K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept

Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, DivyaPrakashani, Bhubaneswar

Banerjee, D. (1998). Poverty, class and health culture in India, Vol. I, Delhi PrachiPrakashan

Dube, S.C. (1987) Modernization and Development. ND: Sage

Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept

Sen, A. & Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological

Perspective. New Delhi: New Age International

*Chand* *Devi* *R. J. Anand* *Somita*



## AEECO2 Emotional Intelligence

### Objective:

To understand the concept of emotional intelligence and learn ways of developing it.

### Unit 1:

Introduction: Emotional Intelligence, Models of Emotional Intelligence, EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills, Importance of Emotional Intelligence.

### Unit 2:

Knowing one's And Others' Emotions: Levels of emotional awareness, recognizing emotions in oneself, The universality of emotional expression, Perceiving emotions accurately in others

### Unit 3:

Managing Emotions: The relationship between emotions, thought and behaviour, Techniques to manage emotions.

### UNIT 4:

Applications: Workplace, Relationships, Conflict Management, Effective Leadership.

### Readings:

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Singh, D. (2003). *Emotional intelligence at work (2 nd ed.)* New Delhi: Response Books.

*Zomuto R. Anand*

*Zomuto*

*Rajesh*

*Shub*



## GE02: Human Development

### Objectives:

1. To equip the learner with an understanding of the concept and process of human development across the life span
2. To impart an understanding of the various domains of human development
3. To inculcate sensitivity to socio-cultural context of human development

**UNIT 1: Introduction** a) Concept of Human Development b) Theories, themes and research designs

**UNIT 2: Periods of Life-Span Development** a) Prenatal development b) Birth and Infancy c) Childhood d) Adolescence e) Adulthood

**UNIT 3: Domains of Human Development** a) Cognitive development: perspectives of Piaget and Vygotsky b) Language development c) Physical development d) Emotional development e) Moral development f) Personality development

**UNIT 4: Socio-Cultural Contexts for Human Development** a) Family b) Peers, Media & Schooling c) Human Development in the Indian context

### Reading:

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.  
Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.  
Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.  
Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.  
Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill.  
Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.  
Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

### Readings:

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

*[Handwritten signatures and initials]*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## Psychology Practicum based on Applied Psychology Any 3

1. Attitude Scale
2. Prejudice Scale
3. Aggression Scale
4. Self-Concept Scale
5. Test on Family Environment/ Parent – Child Relationships
6. Test on Parenting style/ Parent Child Communication
7. Problem Checklist for Children

&

**Compulsory** - 01 Case study for every study

-----

*Zomuto R. G. Masagi*      *Zomuto*      *Abhishek*      *Chal*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR

SYLLABUS FOR  
B. A. (CBCS)  
Subject - PSYCHOLOGY  
Class – SECOND YEAR

TO BE IMPLEMENTED FROM  
THE SESSION 2023-24

*Somnata* *[Signature]* *Dr. [Signature]* *[Signature]* *RJ Amarni*  
3/08/23



## B.A. PSYCHOLOGY SEMESTER 3

### COURSE TITLE: Social & Community Psychology

#### **COURSE OUTCOMES:**

1. Knowledge of social psychology and related terminology.
2. Understanding the relationship between the person and the situation and its influence on attitudes, prejudice, aggression, communication, and Community Well Being.
3. Compare and contrast the research methodologies used in the scientific study of human Social Behavior.
4. Apply social psychological principles to real-world issues.

#### UNIT 1- INTRODUCTION TO SOCIAL PSYCHOLOGY

- Brief history of Social Psychology, Scope of Social Psychology, Goals of Social Psychology,
- Levels of social behavior,
- Concept of Attribution, Fundamental Attribution Error, Locus of Control
- Socialization: Importance & Process

#### UNIT 2- ATTITUDE AND PREJUDICE

- Attitude: Definition and formation of attitude. Theories: Balance theory, Cognitive dissonance theory.
- Prejudice: Nature and components of prejudice. Acquisition and reduction of prejudice.

#### UNIT 3- AGGRESSION & COMMUNICATION

- Aggression: Nature, types, determinants, prevention and control of aggression.
- Communication: Definition, types, process, barriers and effective communication.

#### UNIT 4 – COMMUNITY WELL BEING

- Stress: Meaning and Causes, Consequences and managing stress.
- Mental Health: Concept, Well Being: Components
- Positive Psychology: Development of Positive Psychology, Classification of Character Strength & Virtues

#### **Books for Reading:**

- Baron, R. A., Byrne, D. & Bhardwaj, G. (2010): Social Psychology (12th Ed). New Delhi, Pearson
- Chadha, N.K. (2012): Social Psychology, McMillan, New Delhi
- Misra, G. (1990): Applied Social Psychology, New Delhi, Sage
- Myers, D. G. (2008): Social Psychology. New Delhi: Tata McGraw-Hill
- Natu, S., Vaidya, A. (2010): Samajik Manasshastra, Manasi Rajhansa, Pune
- Nimbalkar, K. P. (2016): Psychology Experiments and Tests (in Marathi), Psychoscan, Wardha
- Perلمان, D. and Cozby, P. C. (1983): Social Psychology. New York: CBS College Publishing.

*[Handwritten signatures and initials]*



- Taylor, S. E., Peplau, L. A. & Sears, D. O. (2006): Social Psychology (12th Ed). New Delhi, Pearson.
- Jain, M. (2022), Positive Psychology, Sakaratmak Manovigyan, Amit Publication
- Baumgardner, S.; Crothers, M. (2014), Positive Psychology, Pearson Education, India
- Lopez, Pedrotti, Synder (2021), Positive Psychology: The Scientific and Practical Explorations of Human Strengths, SAGE Publications India Pvt Ltd
- Snyder, R. & Scaneloez, (2007) Positive Psychology: Scientific and Practical Explorations of Human Strengths, Sage Publication, New Delhi

### Psychology Practical

(2 Classes per Week) (Batch Size- 16 Students)

- **Tests & Experiments**
  1. Test of Attitude Measurement
  2. Aggression Scale
  3. Prejudice Scale
  4. Social Maturity Scale
  5. Koh's Block Design Test
  6. Self-Concept Scale
  7. Frustration Test
  8. Adjustment Inventory
  9. Test on EQ/EI
  10. Stress Scale

### SCHEME OF EXAMINATION

-Theory Paper- Max. Marks- 40

-Time- 2 Hours

- Distribution of Marks & Pattern of Questions – Theory Examination:

Q. 01- Long Answer Question with one Option	8 Marks
Q. 02- Long Answer Question with one Option	8 Marks
Q. 03- Two Short Notes Question with one option	8 Marks
Q. 04- Two Short Notes Question with one option	8 Marks
Q. 05- 08 Very Short Answer Question (Compulsory)	8 Marks

-Practical Examination- Max. Marks- 40

-Time- 2 Hours

-Distribution of Marks– Practical Examination

Conduct of Experiment/Test (External Examiner)	10 Marks
Report of Experiment/Test (Internal Examiner)	10 Marks

*AB* *P. K. Chaudhary* *Shankar* *R. J. Jadhav* *Zinnets*





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Viva-Voce (Test/Experiment) (External Examiner)	10 Marks
Record Book (Internal Examiner)	10 Marks

### INTERNAL ASSESSMENT (20 Marks)

#### **DISTRIBUTION OF THEORY INTERNAL ASSESSMENT - (Max. Marks- 10):**

1	Activity (Any 2)	3 Marks for each
1.1	Discussion in Class on any current social event	
1.2	Speech on given topic (Stress Management, Well Being )	
1.3	Role Play/ GD (Topic- Attitudinal Change)	
1.4	Participative/Chart Making Activity on any given topic	
2	Classroom Participation	2 Marks
3	Attendance	2 Marks

#### **DISTRIBUTION OF PRACTICAL INTERNAL ASSESSMENT (Max. Marks- 10):**

1	Activity - Assignment- Psychological Experiments/Instruments/Tests	3 Marks
2	Conduct at Practical Lab	3 Marks
3	Laboratory Participation	2 Marks
4	Attendance	2 Marks

*30/11/24*  
*AB*  
*Dechhande*  
*AB*  
*R-J Anand*



## B.A. PSYCHOLOGY SEMESTER 4

**COURSE TITLE: Organizational, Consumer & Counseling Psychology**

### **COURSE OUTCOMES:**

1. Understand the theoretical frameworks of psychology that can be applied to make an organization more effective and efficient.
2. Demonstrate an appreciation of the field of psychology as it relates to helping clients recognize their unique potential.
3. Develop analytical and critical thinking skills that will allow them to apply their knowledge to solve problems in a variety of settings.
4. Embrace an approach to support lifelong learning.

### Theory Course - (4 Classes per Week)

#### UNIT 1 – INTRO. TO ORGANIZATIONAL PSYCHOLOGY

- Development of Org. Psychology, Goals of studying Org. Behavior
- **Work Motivation:** Concept, Theories – Maslow's Theory, Herzberg's Two factor theory, X & Y Theory, Equity Theory
- **Job satisfaction-** Factors affecting Job satisfaction, Enhancing Job satisfaction.

#### UNIT 2- CONSUMER BEHAVIOR

- Consumer Behavior: Meaning & Nature, Principals & Importance of studying consumer behavior
- Concept of Advertisement, Psychological Objectives of advertisement, Attention getting devices used in advertisement

#### UNIT 3 – COUNSELLING PSYCHOLOGY

- Meaning, Purpose, and Goals of Counselling
- Process of Counselling
- Counselor-Client Relationship

#### UNIT 4- COUNSELING APPLICATION

- Family and Couple Counseling,
- Counseling to Adolescents,
- Pre-marital Counseling
- Career Counselling,
- Alcohol and Drug Abuse counselling,
- Crisis Intervention Counselling

#### **Books for Reference:**

1. Pandit, Kulkarni and Gore (1999), Upayojit Manasashastra, Pimpalapur Pub. Nagpur
2. Barlinge & Latkar (1999), Upayojit Manasashastra, Pimpalapur Pub. Nagpur

*Somte*

*H*

*Deveshank*

*Q*

*Raj Amara*



3. Aamodt, M.G. (2001): Industrial Organizational Psychology. India: Cengage Learning.
4. Chadha, N. K. (2007): Organizational Behavior. Galgotia; New Delhi.
5. Greenberg, J. and Baron R. A. (2007): Behavior in Organization. (9thEd), India; India; Dorling Kindersley.
6. Luthans, F. (2009): Organizational Behaviour. New Delhi McGraw Hill.
7. Nimbalkar, K. P. (2016): Psychology Experiments and Tests (in Marathi), Psychoscan, Wardha
8. Muchinsky, P. (2006): Psychology applied to work: An introduction to industrial and organizational psychology, N C; Hyper graphic Press.
9. Pareek, U. (2010): Understanding organizational behaviour. Oxford University Press.
10. Belkin G.S. (1988) Introduction to counselling, W.G. Brown Publisher
11. Nelson J. (1982) The Theory and Practice of Counselling Psychology, New York, Holt Rinehart & Winston
12. S. Narayana Rao, (1991) Counselling and Guidance, Tata McGraw hill Publication

**Psychology Practical (Course Code – PSYMJPRO2)**

**(2 Classes per Week) (Batch Size- 16 Students)**

- **Tests & Experiments (Any FOUR)** Teaching Hours - - 12
  1. Occupational Stress Index
  2. Work Motivation Questionnaire
  3. Organizational Climate Inventory
  4. Job Satisfaction Scale
  5. Occupational Self Efficacy Scale
  6. Mental Work and fatigue
  7. Counseling Need Scale
  8. Aptitude Test/Battery
  9. Interest Inventory
  10. Test Parenting Style/Parent-Child Relationship
- **Group Visit to any Organization (Compulsory)**

**SCHEME OF EXAMINATION**

-Theory Paper- Max. Marks- 40

-Time- 2 Hours

- Distribution of Marks & Pattern of Questions – Theory Examination:

- |   |         |
|---|---------|
| Q. 01- Long Answer Question with one Option | 8 Marks |
| Q. 02- Long Answer Question with one Option | 8 Marks |

*Zomuta*

*AB*

*Adilankar*

*Prad*

*R-J (Anand)*



- Q. 03- Two Short Notes Question with one option 8 Marks  
Q. 04- Two Short Notes Question with one option 8 Marks  
Q. 05- 08 Very Short Answer Question (Compulsory) 8 Marks

-Practical Examination- Max. Marks- 40

-Time- 2 Hours

-Distribution of Marks– Practical Examination

Conduct of Experiment/Test (External Examiner)	10 Marks
Report of Experiment/Test (Internal Examiner)	10 Marks
Viva-Voce (Test/Experiment) (External Examiner)	10 Marks
Record Book (Internal Examiner)	10 Marks

### INTERNAL ASSESSMENT (20 Marks)

**DISTRIBUTION OF THEORY INTERNAL ASSESSMENT - (Max. Marks- 10):**

1	Activity (Any 2)	3 Marks for each
	1.1 Reading (Issues related to Applications of Counseling)	
	1.2 Assignment/Presentation/Role Play/GD (1. Advertisements OR 2. Counseling Process/Goals)	
	1.3 Participative/Chart Making Activity on any given topic	
2	Classroom Participation	2 Marks
3	Attendance	2 Marks

**DISTRIBUTION OF INTERNAL ASSESSMENT (Max. Marks- 10):**

1	Activity) Assignment- Psychological Experiments/Instruments/Tests	3 Marks
2	Conduct at Practical Lab	3 Marks
3	Laboratory Participation	2 Marks
4	Attendance	2 Marks

*30/11/20* *AB* *Prakash* *Shw* *R. J. Prasad*



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

RASTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR

SYLLABUS FOR  
B. A. (CBCS)

Subject - PSYCHOLOGY

Class – THIRD YEAR

TO BE IMPLEMENTED FROM  
THE SESSION 2024-25

*R. J. Jaiswal*  
*Amit*

*Dr. J. K. Jaiswal*

*Dr. J. K. Jaiswal*

*Dr. J. K. Jaiswal*



## B.A. PSYCHOLOGY SEMESTER 5

### *COURSE TITLE: Research & Statistics in Psychology*

#### **COURSE OUTCOMES:**

1. Analyze the basic concepts of statistics in psychology
2. Explore parametric and non- parametric statistical tools for analysis and interpretation.
3. Illustrate hypothesis testing by use of inferential tools.
4. Apply qualitative data analysis for in depth explorations.

#### *Theory Course - (4 Classes per Week)*

#### UNIT 1- STATISTICS-I

- Data: Grouped & Ungrouped
- Frequency Distribution
- Graphical Representation- Frequency Polygon

#### UNIT 2 – STATISTICS – II

- Measures of Central Tendency- Mean, Mode, Median, Computation in Grouped & Ungrouped Data
- Measures of Dispersion: Computation Standard Deviation (Grouped & Ungrouped Data), Quartile Deviation (Grouped Data)

#### UNIT 3 : STATISTICS- III

- Test of significant difference- t Test, Chi Square

#### UNIT 4 : STATISTICS- IV

- Correlation- Concept, Types, Computation of Correlation Coefficient through Product-Moment Correlation
- Normal Probability Curve- Properties, Concept of Kurtosis & Skewness
- One Way ANOVA (Concept)

#### **Books for Reference:**

- Broota K.D. (1992) experimental Design in Behavioral Research, New Delhi, Wisely Eastrin
- Minium, E.W, King B.M. & Bear G. (1993) Statistical Reasoning in psychology and Education, New York, Jhon Wiley
- Siegel S. (1994) Non Parametric Statistics, New York, Mc Graw hill
- Garret, H.E. (1966) Statistics in Psychology and Education, New York, David Mckay
- Mangal (2002), Statistics in Education & Psychology, Prentice Hall India

#### *Psychology Practical (Course Code – PSYMJPR02)*

*(2 Classes per Week) (Batch Size- 16 Students)*

- **Theoretical Concepts related to Research-** Sample, Sampling methods, Hypothesis, Problem, Concept of Null Hypothesis, Type 1 Type 2 Errors, Levels of significance
- **Research Project (Group of 5 students)**

*Handwritten signatures and initials:*  
R. G. M. S. H. G. S. D. S. S. S. S.



### SCHEME OF EXAMINATION

-Theory Paper- Max. Marks- 40

-Time- 2 Hours

- Distribution of Marks & Pattern of Questions – Theory Examination:

Q. 01- Long Answer Question with one Option	8 Marks
Q. 02- Long Answer Question with one Option	8 Marks
Q. 03- Two Short Notes Question with one option	8 Marks
Q. 04- Two Short Notes Question with one option	8 Marks
Q. 05- 08 Very Short Answer Question (Compulsory)	8 Marks

-Practical Examination- Max. Marks- 40

-Time- 2 Hours

-Distribution of Marks– Practical Examination

Viva on Research Project (External Examiner)	10 Marks
Viva on Research Methodology (External Examiner)	10 Marks
Report of Research Project (Internal Examiner)	10 Marks
Participation in Research Project (Internal Examiner)	10 Marks

### INTERNAL ASSESSMENT (20 Marks)

**DISTRIBUTION OF THEORY INTERNAL ASSESSMENT - (Max. Marks- 10):**

1	Activity (Any 2)	3 Marks for each
	1.1 Reading (02 Research Papers)	
	1.2 Assignment/Presentation (Research Methodology)	
	1.3 Participative/Chart Making Activity on any given topic	
2	Classroom Participation	2 Marks
3	Attendance	2 Marks

**DISTRIBUTION OF INTERNAL ASSESSMENT (Max. Marks- 10):**

1	Assignment- Psychological Experiments/Instruments/Tests	3 Marks
2	Conduct at Practical Lab	3 Marks
3	Participation in Research Work	2 Marks
4	Attendance	2 Marks

*R. J. Prasad*  
*H*  
*Prasad*  
*Prasad*  
*3munte*



## B.A. PSYCHOLOGY SEMESTER 6

### **COURSE OUTCOMES:**

1. Understand the problems in defining and measuring 'abnormality' and explain different models of abnormality.
2. Critically evaluate approaches to the treatment of psychological health problems.
3. Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness, and developmental disorders.
4. Demonstrate an understanding of the psychotherapy as they relate to treatment and prevention modalities.

### UNIT 1- INTRODUCTION TO ABNORMAL PSYCHOLOGY

- The Concept of Normality and Abnormality
- Approaches to Abnormality- Statistical-Evaluative-Practical Approach
- Classification of abnormal behavior: DSM V
- Childhood Disorder- Introduction to ADHD, LD, Autism

### UNIT 2- PSYCHOLOGICAL DISORDER – 1

- Anxiety Disorder - Panic Disorder, Phobias, Obsessive Compulsive Disorder, Generalized Anxiety Disorder
- Psychosomatic Disorders- Conversion Reaction, Hypochondriasis
- Dissociative Disorder: Amnesia, Fuge Stages, Multiple Personality Disorder

### UNIT 3- PSYCHOLOGICAL DISORDER – 2

- Mood Disorder: Major Depression, Bipolar Affective Disorder
- Schizophrenia: Primary Symptoms of Schizophrenia. Types of Schizophrenia.

### UNIT 4 – PSYCHOTHERAPIES

- Psychoanalytical Therapy
- Cognitive Approach: REBT, CBT
- Humanistic Approach: Client-Centered Therapy
- Behavioral Approach: Operant Conditioning, Behavior Modification
- Indian Approach: Patanjali's Ashtang Yoga

### **Books for Reading :**

- Lamm A. (1997) Introduction to Psychopathology, New York, sage
- Buss A.A. (1999) Psychopathology, N. Y., Jnon wiley
- Sarason I.G. & Sarason B.R. (1993) Abnormal Psychology- The Problem of Maladaptive Behaviour, 7<sup>th</sup> edition, prentice Hall, New York
- प्रा. श्री. वंदित, डॉ कुलकर्णी डॉ गोरे, (1999) व्यावहारिक मानसशास्त्र, पिंपळपुरे अ‍ॅन्ड कं. पब्लिशर्स, नागपूर

### Psychology Practical

(2 Classes per Week) (Batch Size- 16 Students)

#### • Tests & Experiments (ANY Four)

1. Test on Anxiety
2. Positive Mental Health Scale
3. Mental Health Scale
4. Well Being Scale
5. Psychopathology Scale
6. Test on LD/ADHD
7. Problem Behavior Checklist
8. Defense Mechanism Inventory
9. Scale on Depression
10. Coping Strategies Scale

RJ (Grodaj)

H

Sh

Shirwade

Zornite





### SCHEME OF EXAMINATION

-Theory Paper- Max. Marks- 40

-Time- 2 Hours

- Distribution of Marks & Pattern of Questions – Theory Examination:

Q. 01- Long Answer Question with one Option	8 Marks
Q. 02- Long Answer Question with one Option	8 Marks
Q. 03- Two Short Notes Question with one option	8 Marks
Q. 04- Two Short Notes Question with one option	8 Marks
Q. 05- 08 Very Short Answer Question (Compulsory)	8 Marks

-Practical Examination- Max. Marks- 40

-Time- 2 Hours

-Distribution of Marks– Practical Examination

Conduct of Experiment/Test (External Examiner)	10 Marks
Report of Experiment/Test (Internal Examiner)	10 Marks
Viva-Voce (Test/Experiment) (External Examiner)	10 Marks
Record Book (Internal Examiner)	10 Marks

### INTERNAL ASSESSMENT (20 Marks)

#### **DISTRIBUTION OF THEORY INTERNAL ASSESSMENT - (Max. Marks- 10):**

1	Activity (Any 2)	3 Marks for each
	1.1 Case Study Activity	
	1.2 Speech on given topic (Ashtang Yog, REBT )	
	1.3 Role Play/ GD (Topic- Psychological Disorder)	
	1.4 Participative/Chart Making Activity on any given topic	
2	Classroom Participation	2 Marks
3	Attendance	2 Marks

#### **DISTRIBUTION OF PRACTICAL INTERNAL ASSESSMENT (Max. Marks- 10):**

1	Assignment on given topic	3 Marks
2	Conduct at Practical Lab	3 Marks
3	Laboratory Participation	2 Marks
4	Attendance	2 Marks

R. J. Anand

bb

-----  
Gul

Amichand

Zomito



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

B.Sc. HOME SCIENCE

SEMESTER -I

1



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

**B.Sc. HOME SCIENCE SEMESTER –I  
PAPER-I  
Fundamentals of Food Science and Nutrition-I  
(IT-1)**

<b>Total Marks</b>	<b>100</b>
Theory	80
Internal Assessment	20
Practical	-

**Objectives :-**

1. To understand the functions of food and the role of various nutrients, their requirements and effect of deficiency and excess.
2. To promote basic knowledge pertaining to various food groups and nutrients.
3. To make students familiar with the different methods of cooking, their advantages and disadvantages.
4. To develop ability to improve the nutritional quality of food.

**THEORY**

**COURSE CONTENT**

**UNIT- I**

**INTRODUCTION TO FOOD AND NUTRITION**

1. Basic terms used in Food and Nutrition. Definitions-Foods, Nutrition, Optimum nutrition, Nutritional status, Nutrients and Health
2. Functions of food-Physiological, psychological and social
3. Characteristics of basic food groups and their contribution to the diet
4. Nutrients and their type (Macronutrient / Micronutrient)
5. Thermodynamic effect of food (SDA)
6. Scope of Nutrition

**UNIT- II**

**BALANCED DIET AND RDAs**

**Balanced Diet**

1. Definition
2. Concept of balanced diet
3. Factors affecting balanced diet



Recommended Dietary Allowances (RDAs) of the ICMR for the different food groups for various life stages.

4. Energy: Definition and factors affecting BMR. Units of measuring food energy: Calorie, kilo-calorie, joule, kilo-joule and mega- joule

Energy measurement of food (Bomb calorimeter)

### UNIT- III

#### CARBOHYDRATES AND FIBRE

1. Carbohydrates – Definition, classifications, functions, sources, digestion and absorption and deficiency states.

2. Fibre- Definition, Types of dietary fibre and sources.

Role of fibre in prevention of diseases

### UNIT- IV

#### MACRONUTRIENTS

1. Protein- Definition, classifications, functions, sources, digestion and absorption and deficiency states Protein sparing action of carbohydrates

2. Fats - Definition, classifications, functions, sources, digestion and absorption and deficiency states.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

#### PRACTICALS

1. Food Presentation and Table Setting.

2. Preparation of Ingredients: Pre-preparation, methods of mixing, methods of cooking.

3. Simple cooking- preparation, serving, calculation of cost and yield

a. Appetizers: Soups (any 2).

b. Starters: a) Paneer Preparations b) Samosa c) Kabab d) Cutlet (any 2).

c. Salad: a) Sprouted b) Vegetable c) Fruits (any 2).

d. Raita: (any 2).

e. Snacks: Pakoras, Namkin, Sandwiches, Idli, Dhokla (any 2)

#### BOOKS RECOMMENDED

1. **Nutritive Value of Indian Foods:** Gopalan C, Rama Shastri & Balasubramanian S.C., National Institute of Nutrition, 1993

2. **Food Science, Chemistry and Experimental Foods:** Dr.M.Swaminathan, The Bangalore Printing and Publishing Co. Ltd. 1995.

3. **Essentials of Food and Nutrition, Vol.I** (Fundamental aspects): Dr.Swaminathan, 2nd edition BAPPCO, 1985

4. **Applied Nutrition:** R. Rajlakshami Oxford & IBH Pub. Co.pvt Ltd, 3<sup>rd</sup> edition, 1981.

5. **Foods and Nutrition:** The Educational Planning Group, Delhi, Arya Publishing House. 3rd edition, 1991.



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

6. **Food Chemistry:** Meyer, L.H. CBS Publishers & Distributors, Delhi, 1987.
7. **Scope manual on Nutrition:** Latham M.C., McGandy, McCann M.B. & Stare F.J. Published by the Upjohn Co, Kalamazoo, Michigan, 2nd edition. The Upjohn Co, Kalamazoo, Michigan 1972.
8. **Every Day Indian Processed foods:** K.T. Achaya, National Book Trust, India, 1984
9. **The book of Ingredients:** Philip Dowell & Adrian Bailey, Michael Joseph, Ltd, 1980.
10. **Indian Food Composition Tables:** Longvah T, AnanthanR, Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.

**B.Sc HOME SCIENCE SEMESTER - I**  
**PAPER -II**  
**Fundamentals of Human Development**  
**(1T-2)**

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

**Objectives :**

1. To make the students aware of science of Human Development.
2. To make student aware of methods of studying human behaviour.

**Theory :**

**Unit I –**

1. What is Human Development? Definition of HD, why do we need to study HD?
2. Brief history and interdisciplinary nature
3. HD as a scientific discipline
4. Scope of the subject
5. Opportunities for roles and employment
  - researcher : on issues related to HD
  - educationist : ranging from pre-school to University
  - planner of policies or programs related to child and family welfare
  - implementing interventions for different aspects related to HD (include special educators, personnel in agencies catering to all age groups i.e. from crèches to old homes)
6. Settings available
  - Early child hood care & Education – Creche, pre-school centres, day care centres, hobby centre, early stimulation programme
  - ICDS – anganwadi
7. Family & Child Welfare Programmes



8. Children with special needs.

## Unit II – Growth & Development

1. Meaning of growth & development, Principles of growth & development
2. Domains of development
3. Stages of development
4. Context of development
  - a) Genetic inheritance : introduction to genes and number of chromosomes, Genotype and Phenotype.
  - b) Context of development: Family, SES, gender and culture(Bronfenbrenners contextual view)
5. Needs & Rights of children.

## Unit III:- Prenatal development –

- Conception & stages, Factors influencing
- Complications / hazards during pregnancy
- Prenatal care, child birth
- At risk Babies
- Child friendly hospitals.

## Unit IV– Neonate

- Physical characteristics.
- Abilities – sensory & perceptual
- Adjustments & reflexes
- Care of the newborn
- Immunization.

## INTERNAL ASSESSMENT (Refer Direction)

Preparation of workbook(any one)

Care during pregnancy

Needs and rights of children

Total Marks	20
-------------	----

## Practicals

1. Methods of child study –
  - Anthropometry, Observation, Interview, Questionnaire, Case study, Projective, Psychological tests, Sociometry, Longitudinal and cross sectional approach
2. A survey of cultural practices related to pregnancy
3. Plan & develop activities to facilitate development in different domains and submit a flip / album of activities.

## References :

- Santrock, J.W. (2006). Child development New York : Mc Graw Hill.



- Swaminathan, M. (1998), The first five years : A critical perspective on early childhood care and education in India. New Delhi : Sage .

**B.Sc. HOME SCIENCE SEMESTER – I**  
**PAPER – III**  
**Fundamentals of Textile & Clothing**  
**(1T-3)**

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

**OBJECTIVES :**

1. To get acquainted with basic knowledge of textile fibers.
2. To acquire knowledge of various principles of clothing constructions, and their application.

**Unit I :**

1. Scope of textile and Importance of clothing .:
2. Classification of textile fibers, General and essential properties of textile fibers
3. Manufacturing process of natural fibers.:-Cotton, silk, wool , Linen(Flex).
4. Physical and chemical properties of natural fibres

**Unit II :**

1. Manufacturing process, of man made fibers :- viscose rayon, nylon, polyester
2. Physical and chemical properties of man made fibres
3. Latest fibres :- Introduction and use of - Organic cotton , Bamboo , Soy, Lyocel, Metallic, Lycra(spandex)

**Unit III :**

1. Factors affecting clothing : Age, Climate, Occasion, Occupation and Fashion.
2. Introduction to Tools for Garment construction- Measuring tools, marking tools, Cutting tools, sewing tools, Pressing tools,
3. Sewing machine –parts, functions, care

**Unit IV : Clothing**

1. General principles of clothing construction .Process of Taking body measurements for different garments,
2. Importance of drafting method .



3. Preparation of Cloth for clothing construction. Cutting & stitching according to design and textures of fabric (plaids, stripes, border and bold designs).

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

#### PRACTICALS

1. Demonstration of taking body measurements.
2. Drafting, cutting & stitching of :-Apron, Baby Frock
3. Embroidery album Decorative stitches - chain, herringbone, stem, running, lazy-daisy, satin, French knot, bullion stitch, buttonhole(Make 4 samples of combination of 2 decorative stitches)
4. Introduction to a sewing machine with a demonstration and practice of learning the running of sewing machine on paper on straight lines, curved lines and corners

#### References:

- DeulkarDurga - Household Textile and Laundry Work, Orient Longman, Delhi.
- Dantyagi S. - Fundamentals of Textile and their care. Orient Longman, Delhi.
- Dorling Kindersley- The complete Book of Sewing, London, New York.
- Dorothy Siegart, Lyle-Modem Textiles, John Wiley and Sons.Inc New York
- Doongaji. S and Deshpande R - Basic Process of Clothing Construction.
- Erwin, Mabel and kinchen- Clothing for Modern ,Mac Milan publishing, New York.
- Fabrics science by Joseph Puzzuto
- Modern textiles by Dorothy Siegart Lyle
- Understanding fabric from fiber to finished cloth by Dbbie and Giollo
- Understanding textiles by Phyllis G. Tortora and Billie J Collier
- Corbman,P.B., Textiles-Fibre to Fabric, Gregg Division/McGraw Hill Book Co.,US, 1985.
- Joseph M.L.,Essentials of Textiles (5<sup>th</sup> Edition), Holt, Rinehart and Winston Inc.,Florida, 1988.





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B.Sc. HOME SCIENCE SEMESTER – I

Paper – IV

(Fundamentals of Family Resource Management)

(1T-4)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

**Objective :**

- 1) To develop good taste through the study of basic elements and principles of design
- 2) To develop aesthetic sense and to be good art consumer

**COURSE CONTENT: Theory**

**UNIT I – Fundamentals of Art**

**A)**

1. Introduction to Fundamentals of Art
  2. Meaning of Art
  3. Elements of Art
- i) Line ii) Form iii) Colour iii) Texture vi) Space v) Light vi) Pattern vii) Idea

**B) Design in current life style**

1. Aesthetic sense and its importance
2. Importance of good taste
3. Objectives of design –i) Beauty ii) Expressiveness iii) Functionalism
4. Concept of Design
5. Types of design:
  - i) Structural ii) Decorative iii) Naturalistic iv) Stylized v) Geometric
  - vi) Abstract vii) Modern viii) Traditional

**UNIT II – Introduction to Management**

**A) Management**

1. Introduction
2. Definition
3. Basic concept of management
4. Nature and role of management in changing world,
5. Need of management in day to day life

**B) Motivating Factors of Human Life**

1. **Values:** a) Definition b) Importance c) Classification --i) Intrinsic ii) Instrumental iii) Human



needs values

2. **Goals:** a) Definition b) Importance of goal setting c) Classification—Short term, Intermediate, Long term, Mean-end goal.
3. **Standard:** a) Definition b) Importance c) Classification—i) Conventional ii) Flexible iii)Qualitative iv) Quantitative

### UNIT III–Interior Decoration

1. Meaning and Definition of Interior Decoration
2. Importance of interior decoration
3. Essential factors in interior decoration
4. Interior decoration of various rooms
5. Material required for decoration

### UNIT IV– Principles of Design in Interior

- 1) Harmony
  - a) Definition and importance
  - b) Harmony of line and shape
  - c) Harmony of texture
  - d) Harmony of idea
  - e) Harmony of colour
  - f) Application in Interior decoration
- 2) Balance
  - a) Definition and importance
  - b) Types of balance – Formal, Informal
  - c) Application in Interior decoration
- 3) Rhythm
  - a) Definition and importance
  - b) Method of obtaining rhythm
  - c) Application in interior decoration
- 4) Proportion
  - a) Definition and importance
  - b) Proportion and space
  - c) Proportion and line
  - d) Proportion and scale
  - e) Application in interior decoration
- 5) Emphasis
  - a) Definition and importance
  - b) What to emphasis
  - c) How to emphasis



- d) How much to emphasis
- e) Where to emphasis
- f) Application in interior decoration

**INTERNAL ASSESSMENT (Refer Direction)**

Total Marks
-------------

20
----

**PRACTICALS**

Experiment No. 1 – Line direction

- a) Vertical b) Horizontal c) Zigzag d) Diagonal e) Curved

Experiment No. 2- Types of design

- a) Structural and Decorative
  - i) Naturalistic and stylized
  - iii) Geometric and Abstract
  - ii) Modern and Traditional

Experiment No.3- Principles of Art

- Harmony
- Balance
- Proportion
- Rhythm
- Emphasis

**ACTIVITIES**

Accessories in interiors (Any one)

- a) Greeting Cards b) Macramé work
- c) Door Mats d) Roti Rumal
- e) Ceramic Work

**Books Recommended**

- 1) Goldstein H/ Goldstein v – Art in Everyday Life Macmillan co, New York 4th Edition
- 2) Mann M- Home Furnishing, weley Easterly Pvt Ltd.
- 3) SundarajText Book of Household arts orient long man, Bombay
- 4) Good year &Klohar Managing for effective living John Wiley and Sons.
- 5) Gross-crandall-knollManagement for Modern families Prentice Hall, Inc. New Jersey.
- 6) Nickell- Rice- Tucker, Management in family living John Wiley & Sons.
- 7) Swanson Bettye Introduction to Home Management McMillan Pub. House.Inc.New York



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

**B.Sc. HOME SCIENCE SEMESTER – I**  
**PAPER - V**  
**Fundamentals of Home Science Extension**  
**(1T-5)**

<b>Total Marks</b>	<b>100</b>
Theory	80
Internal Assessment	20
Practical	-

**Objectives :-**

- 1) To understand meaning & need of Home Science extension
- 2) To understand meaning and importance of Rural Sociology.
- 3) To know the Society in respect of Social Problems.

**Theory:**

**Unit – I**

1. **Education** :- : Meaning & definitions of education, concept, need, types of education - formal, informal & non-formal education, variation between formal & non-formal education.
2. **Extension education**:-  
Meaning, definitions, origin of extension education, objectives, principles, fields & essential links in the chain  
of Rural Development.

**Unit – II**

3. **Home Science**.-Meaning, Definitions of Home Science, Philosophy of Home Science objectives of Home Science, Scope of Home Science, fields, Characteristics of Home Science in Colleges & Universities.
4. **Home Science Extension** :-Meaning & Definitions of Home Science Extension, Concept of Home Science Extension, Philosophy, Objectives and Characteristics of Home Science Extension.

**Unit- III**

5. **Rural Sociology** :-Meaning of sociology and Rural Sociology, Scope of Rural Sociology, Elements of Rural Sociology in India, Importance of the Study of Rural Sociology.
6. **Rural Society** :-Meaning of Rural Society, Importance of Rural Society, Characteristics of Rural Society, rural social groups, Classification of Social groups, Formal & informal institutions in Rural Society.

**Unit – IV**



7. **Social Problems** :-Meaning & Definitions of social problems, Importance of knowledge of Social problems, Difference between urban and rural social problems.
8. **Poverty and Rural Social Problems** :-Meaning and causes of poverty, Problems of Over Population, Caste tension, Problem of Unemployment, Poor Health & sanitation. Problems of tribals and its solutions.

<b>Total Marks</b>	<b>20</b>
--------------------	-----------

**INTERNAL ASSESSMENT** (Refer Direction)

### Practical

1. Writing of a circular letter to communicate effectively to masses.
2. Preparation of extension bulletin on any home science.
3. Handling and operation of camera for extension photography.
4. Preparation and presentation of charts.
5. Collection and use of photographs on development aspects.

### Books Recommended :

1. Directorate of extension : Extension Education in Community Development.
2. Supe. S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata. 1999.
3. Chandra.A., Shah. A. and Joshi. V.: Fundamentals of teaching Home Science, Sterling Publishers, New Delhi, 1989.
4. Devdas. R. P., Methods of teaching Home Science, National Council of Education. 1978.
5. Singh. K., Rural Sociology, Prakashan Kendra, Lucknow.
6. Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.

### B.Sc. HOME SCIENCE SEMESTER –I

#### PAPER –VI

#### Ecology and Environment -I

(1T-6)

<b>Total Marks</b>	<b>50</b>
Theory	40
Internal Assessment	10
Practical	-

### OBJECTIVES:

1. To get acquainted with the physical environment and its components
2. To know the methods to protect the environment and conserve natural Resources.

### Theory:



## UNIT -I:

### ECOSYSTEM

1. Ecology- Definition, types.
2. Ecosystem – Definition, components and types. Detail structure of grassland and pond ecosystem
3. Food chain, food web and ecological pyramids

## UNIT -II

### ENVIRONMENT

1. Definition, elements of environment (Atmosphere, Hydrosphere, Lithosphere)
2. Biogeochemical cycles – oxygen cycle, carbon cycle, Nitrogen and Hydrological cycle.

## UNIT- III

### NATURAL RESOURCES

1. Definition, types, renewable & Non- Renewable resources
2. Conservation of wild life, forest resources, Afforestation , water management
3. Study of National parks & sanctuaries – Tadoba, Kanha, Nagzira, Bhar

## Unit – IV

### POLLUTION

1. Definition, sources, prevention and control measures of Air, Water, Noise, Soil and Radioactive Pollution. Pollution control through various laws.
2. Acid rain, green house effects, Ozone depletion and global warming.
3. Toxic effects of heavy metals – lead, Chromium and mercury.

### INTERNAL ASSESSMENT (Refer Direction)

Total Marks	10
-------------	----

### Practicals:

1. Determination of Hydrogen Ion Concentration (pH) of Water and Wastewater.
2. Detection of dissolved oxygen in a given water sample by Winkler's method
3. Estimation of Acidity of Water
4. Estimation of Chlorides of Water
5. To prepare plan and layout of a garden.

### Books Recommended:

1. Environmental Biology by P.D. Sharma



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

2. Ecology & Environment by P.D. Sharma
3. Environmental Pollution by S.S. Dara

**B.Sc. HOME SCIENCE –SEMESTER I**  
**Paper VII**  
**BASIC CHEMISTRY-I**  
**(1T-7)**

<b>Total Marks</b>	<b>50</b>
Theory	40
Internal Assessment	10
Practical	-

**COURSE CONTENT :THEORY**

**UNIT-I**

- Water:** Sources, impurities, hard and soft water, hardness, temporary and permanent hardness, disadvantages of hard water for domestic purpose,
- Methods of purification of water for domestic purpose (i) Screening, ii) sedimentation, iii) coagulation, iv) gravity sand filter and pressure filtration and v) sterilization: boiling, chlorination (chlorine gas, bleaching powder, chlorine tablet), ozonization, and ultraviolet radiation

**Unit-II**

- Alloy:** Definition, Classification of alloy (ferrous and Non-ferrous), purpose of making an alloy
- Effect of alloying various elements on properties of steel, composition and uses of stainless steel and brass.

**Unit-III**

- Theory of Valency:** Electrovalency, Co-valency, and co-ordinate valency and its properties, with examples like formation of sodium chloride (NaCl), Magnesium oxide (MgO), Hydrogen(H<sub>2</sub>), Oxygen (O<sub>2</sub>), Sulphurdioxide (SO<sub>2</sub>).
- Physical Properties of Liquids:** Surface tension (definition, determination of surface tension by Stalagmometer method). Viscosity (definition, determination by Ostwald's Viscometer) Factors affecting surface tension and viscosity.

**Unit-IV**



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

- (a) **Colloids:** Definition, types of colloidal systems, Types of colloidal solution, methods of preparation, properties (Tyndall Effect, Brownian Movement, Electrophoresis, Electro-osmosis) and colloids in daily life (applications)
- (b) **Emulsion and gel:** definition, types, methods of preparation, properties and their applications.

INTERNAL ASSESSMENT (Refer Direction)

<b>Theory IA Marks</b>	<b>10</b>
----------------------------	-----------

**Practicals:**

**A) Volumetric analysis:**

1. Single acid base titration, Determine the Normality and weight per liter.
2. Determination of total and permanent hardness of water by EDTA titration.

**B) Physical Experiments .**

- 1) Determination of viscosity of given liquid by Ostwald's Viscometer.
- 2) Determination of Surface tension of given liquid by Stalagmometer.
- 3) Preparation of colloidal solution of starch.

**BOOK RECOMMENDED:**

1. Text-Book of organic Chemistry: B; S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
2. Text Book of Physical Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
3. A Text Book of Basic and Applied Chemistry, P.C. Jain and Monica Jain.
4. Polymer Science by V.R. Gowarikar, Wiley Ester Ltd. 1987.
5. Text Book of Organic Chemistry by J. L. Finar, Longman Publication.





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

**B.Sc. HOME SCIENCE SEMESTER I  
PAPER -VIII  
Applied Physics and Basic Computer I  
(1T-8)**

Total Marks	50
Theory	40
Internal Assessment	10
Practical	-

**Objectives:** To refresh concepts in Physics and Computers.

### Unit-I

**Measurements and units:** Definition of Physics, need of physics, Physical quantities, Necessity of measurement of quantities, FPS, CGS, MKS and SI systems of units (Main features of each system of units and comparison of these systems of units), necessity of a SI system of units, Concept of least count of a measuring instrument, significant figures. Concept and definition of scalar and vector quantities.

### Unit- II

**Fundamental and derived quantities:** Concept of fundamental and derived quantities. Definitions of : Distance, displacement, area, volume, mass, density, speed, velocity, momentum, acceleration, force, work done, pressure, kinetic energy, potential energy, temperature, potential difference, current, resistance, power (electrical and mechanical). SI and CGS units of these quantities. Classification of these quantities as scalar and vector quantities.

### Unit- III

**Mechanics:** Statements of Newton's laws of motion, and two examples each. Definition of uniform circular motion. Concept, definition and examples of centripetal force and centrifugal force. Concept and definition of friction, types of friction (static and dynamic), friction as an advantage and disadvantage (at least five situations), measures to minimize undesired friction (use of lubricants, washers, ball bearings, surface coating, surface polishing, design modification etc.)

### Unit- IV

**Computer Basics:** Characteristics of computers, Uses of computer in various fields, basic components of a computer system (block diagram), working of each block. Unit of memory (Bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte). concept of software and hardware.

**INTERNAL ASSESSMENT (Refer Direction)**

Total Marks	10
-------------	----

### Practicals:

1. Use of Vernier Calipers to determine dimensions of a given object.



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

2. Use of Screw Gauge to determine dimension of a given object.
3. Comparison of measurements with Scale, Vernier Callipers and Screw Gauge.
4. Determination of density of a solid object.
5. Use of Travelling Microscope to determine inner diameter of a Capillary tube.
6. Determination of coefficient of Static Friction between two surfaces in contact.
7. Use of keyboard as an input device for computer to enter text in note pad. Save and print the file.
8. Use of mouse as an input device for computer to draw different shapes in 'Paint'. Save and print the file.

**Reference Books:**

1. Principles of physics (vol. I & II) – Halliday & Resnik
2. Principles of physics – Subramanyam, Brijwal
3. How things work (vol. I & II), INDUS (Harper Collins India)
4. Elements of Computer Science, S. K. Sarkar, A. K. Gupta, S. Chand & Co., New Delhi
5. Fundamental of computers E. Balguruswamy, Mc Graw Hill Education Pvt. Ltd. New Delhi
6. Computer fundamental (concepts, system & application) Pradeep K. Sinha, Priti Sinha, Sixth edition 2011, B.P.B. Publication
7. Comdex computer course, Vikas Gupta, PM Publication, New Delhi

**B.SC HOME SCIENCE SEMESTER - I**  
**PAPER - IX**  
**English and Communication Skills-I**

(1T-9)

Total Marks	100
Theory	80
Internal Assessment	20

**Objectives :**

1. To prepare the students to communicate effectively and fluently in English.
2. To enable students listening, speaking reading and writing.



3. To strengthen grammatical accuracy
4. To prepare the students to deal with customers, professional, counselors in correct grammatical, idiomatic English.
5. To provide personality development training through situational role play, interview techniques, group discussions, seminar presentation etc.

**Theory :**

**Unit I :**

**1. Listening Skills**

- a. Importance of Listening Skills
- b. Developing Listening Skills

**2. Business Proposals:**

- a. The terminology used for formal commercial dealings like beauty parlour, boutique, diet counseling, Nursery and KG,
- b. Drafting Business Proposals (To draft a proposal for setting up a new venture or new business )
- c. Written Communication with banks, applying for loans and or extension of credit, etc.
- d. Activities related to Listening Skill  
Situational listening Skills (Meeting, Dialogue, Seminars etc) To make a proposal

**Unit II**

2. Voice training and expression  
(*Effective Public Speaking*)
2. Paragraph writing on any given topic
3. Articles

**Unit III**

1. Correction of Errors
2. Precis Writing
3. Comprehension Passage
4. Active and Passive Voice
5. *Goal Setting*



## Unit IV

1. Preposition
2. Advertisement Copy
3. Publicity Handouts
4. Time Management
5. Official/ Business Letter writing
6. Sales Letter
7. Enquiry Letter
8. Quotation Letter
9. Complaint Letter
10. Adjustment Letter
11. Letter to the editor of a newspaper
12. E-mail writing , Adding a Question Tag

### Internal Assessment(IA):

**Total Marks : 20**

- a) Situational listening Skills (Meeting, Dialogue, Seminars etc)
- b) To make a proposal
- c) Three minutes Presentation
- d) Paragraph writing
- e) Précis Writing
- f) Comprehension Passage
- g) Grammar Exercise h) Advertisement Copy i) Letter writing

### Reference Books:

1. Professional Communication Skills : By Pravin S.R.Bhatia, A.M Sheikh: S.Chand and company
2. English Grammar Composition and Effective Business Communication By M.A. Pink, S.E.Thomas : S.Chand
3. You can Win Shiv Khera
4. 7 Habits of Highly effective people :Steven Corey
5. Enjoying EverydayEnglish ,A.Rama Krishna Rao. Sangam Publication
6. Applied English Grammar and Composition Dr. P.C.Das New Central Book Agency(P) Ltd
7. Malgudi Days by R.K. Narayan



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

B.Sc. HOME SCIENCE

SEMESTER -II

20



**B.SC. HOME SCIENCE SEMESTER –II**  
**PAPER-I**  
**Fundamentals of Food Science and Nutrition-II**  
**(2T-1)**

<b>Total Marks</b>	<b>150</b>
Theory+ IA	80+20 = 100
Practical +IA	40+10 = 50

**OBJECTIVES:**

1. To understand the functions of food and the role of various nutrients, their requirements and effect of deficiency and excess.
2. To promote basic knowledge pertaining to various food groups and nutrients.
3. To make students familiar with the different methods of cooking, their advantages and disadvantages.
4. To develop ability to improve the nutritional quality of food.

**THEORY**

**COURSE CONTENT**

**Unit- I**

**Vitamins** -Classification of Vitamins

**Fat Soluble Vitamins:**

Functions, Sources and Deficiency of:

- 1) Vitamin A 2) Vitamin D 3) Vitamin E 4) Vitamin K

**Unit- II**

**Water Soluble Vitamins:**

Functions, Sources and Deficiency of: i) Thiamine (B<sub>1</sub>) ii) Riboflavin (B<sub>2</sub>)

iii) Niacin (B<sub>3</sub>) iv) Pyridoxine (B<sub>6</sub>) v) Biotin vi) Folic Acid

vii) Cyanocobalamin (B<sub>12</sub>) viii) Vitamin C

**Unit- III**

**Minerals**

Functions, Sources and Deficiency of:

Major Mineral -1) Calcium 2) Phosphorous 3) Iron 4) Iodine

B) Trace element- 1) Sodium 2) Potassium 3) Magnesium 4) Zinc

**Unit -IV**

**Water and Methods of Cooking**

**Water:** Functions of water in human body, water balance, sources of water, effect of dehydration and its prevention.

**Methods of Cooking:**

1. Objectives of cooking food



2. Advantages of cooking food
3. Different cooking methods and different cooking media
4. Effect of different cooking methods on nutritive value of food

**INTERNAL ASSESSMENT (Refer Direction)**

<b>Total Marks</b>	20
--------------------	----

**PRACTICALS**

Simple cooking- preparation, serving, calculation of cost and yield.

- a) **Cereals:** – Plain Rice, Pulao, Sweet Rice MasaleBhat (any 2)
- b) Chapati, Puri, Paratha, Missi Roti, PuranPoli, Bhakri (any 2).
- c) **Pulse Preparation:** Whole, Dehusk and Sprouted (any 2).
- d) **Vegetable Preparation:** Dry Curries and Baked (any 2).
- e) **Fruit Preparation:** Fresh, Dried Baked and Steamed (any 2).
- f) **Milk Preparation:** Porridge, Desserts, Curds, and Paneer Preparation (any 2).
- g) **Egg Preparation:** Boiled, Fried, Poached and Custard (any 2)

<b>Total Marks</b>	<b>40+10=50</b>
Presentation	10
Cooking	10
Sensory Evaluation	10
Record	10
IA	10

<b>Total Marks</b>	10
--------------------	----

**INTERNAL ASSESSMENT**

**Any one of the following:**

1. Market survey of the food commodities as per food groups and their cost.
2. Latest Kitchen appliances in the market-their use and upkeep (any 5).
3. Scrap Book: Related to food groups, sources, deficiencies of various nutrients.

**Books Recommended**

1. **Nutritive Value of Indian Foods:** Gopalan C, Rama Shastri & Balasubramanin S.C., National Institute of Nutrition, 1993
2. **Food Science, Chemistry and Experimental Foods:** Dr.M.Swaminathan, The Bangalore Printing and Publishing Co. Ltd. 1995.
3. **Essentials of Food and Nutrition, Vol.I (Fundamental aspects):** Dr.Swaminathan, 2nd edition BAPPCO, 1985.
4. **Applied Nutrition:** R. Rajlakshmi Oxford & IBH Pub. Co.pvt Ltd, 3<sup>rd</sup> edition, 1981.
5. **Foods and Nutrition:** The Educational Planning Group, Delhi, Arya Publishing House. 3rd edition, 1991.
6. **Food Chemistry:** Meyer, L.H. CBS Publishers & Distributors, Delhi, 1987.
7. **Scope manual on Nutrition:** Latham M.C., McGandy, McCann M.B. & Stare F.J. Published by the Upjohn Co, Kalamazoo, Michigan, 2nd edition. The Upjohn Co, Kalamazoo, Michigan 1972.
8. **Indian Food Composition Tables:** Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.



**B.Sc HOME SCIENCE SEMESTER - II**  
**PAPER -II**  
**Development In Early Years**  
**(2T-2)**

Total Marks	150
Theory + IA	80 +20= 100
Practical + IA	40+10= 50

**Objectives :**

1. To understand growth and development during infancy & early childhood
2. To study the factors influencing development during infancy and early childhood years
3. To understand development in key areas – physical, motor, cognitive language, social & emotional development .

**Theory :**

**Unit I – Introduction to the early years :**

1. Significance of the early years
2. Concept of developmental tasks & milestones
3. Play - meaning and importance and types of play
4. Infancy – Physical growth and development – body size, skeletal growth ,motor development(development of posture, learning to walk) factors influencing and facilitating motor development.

**Unit II- Infancy :-Socio – Emotional, Cognitive & Language Development**

1. Socio – emotional development – family, socialization, attachment, infant emotions, influences on social – emotional development
2. Cognitive development – sensory motor development, factors influencing cognitive development
3. Language development – Language acquisition during infancy,
4. Factors influencing language development, facilitating language development.

**Unit – III Early Childhood : Physical motor, Social – Emotional development.**

1. Physical growth and development – body size, skeletal growth, physiological changes, factors influencing and facilitating physical growth
2. Motor development – gross and fine motor development, factors influencing and facilitating motor development.
3. Social and emotional development – relationships with family , peers teachers





4. Self concept, self esteem and gender identity.

**Unit IV : Early Childhood : Cognitive and Language development.**

1. Cognitive development :- Characteristics and accomplishments, factors influencing cognitive development
2. Language development – Characteristics and accomplishments, factors influencing and facilitating language development .
3. Moral feelings, moral reasoning and moral behavior.

**INTERNAL ASSESSMENT (Refer Direction)**

**Preparation of workbook (any one)**

**Hazards of infancy**

**Hazards of early childhood**

<b>Total Marks</b>	<b>20</b>
--------------------	-----------

**Practical Examination.**

<b>Total Marks</b>	<b>40+10</b>
Preparation of worksheets	10
Preparation of teaching aid	10
2 Questions	05
Activities for Stimulating Development	05
Record Book	10
Internal Assessment	10

**Practicals:**

1. Visit to nursery school to observe infrastructural set up , teaching methods and activities
2. Preparation of teaching aids for nursery school children (4 teaching aids).
3. Preparation of a creative activities album :
4. Painting – Finger, stencil, blow, string, splatter, single / multiple water wash, rag, sponge, cotton, large brush etc.
5. Printing : Block, cork, vegetables, cord, leaf, finger, palm, thumb foot printing
6. Activities with crayon & chalk crayon, wet chalk drawing
7. Modelling & Sculpture – Clay, dough, Plasticine
8. Paper activities –
9. Paper tearing, crumpling, twisting, collage, mosaic, paper cutting, pasting, origami.
10. work sheets

**INTERNAL ASSESSMENT**

<b>Total Marks</b>	<b>10</b>
--------------------	-----------

**1 . Preparation of workbook on**

- Early childhood centre



**References :**

1. Bee H., (1995). The Developing Child> Harper Collins College Publishers
2. Berk, L. (2006).Child Development, New York : Allyn & Bacon.
3. Cole, M. &cole, S.R. (1996). The Development of children W.H.
4. Freeman and company.
5. Santrock (2006). Child Development . New York : Mc. Graw – Hill

**B.S.C. HOME SCIENCE SEMESTER – II**

**PAPER – III**

**SEWING TECHNIQUES**

(2T-3)

Total Marks	150
Theory + IA	80 + 20
Practical +IA	40+10

**OBJECTIVES:**

1. To understand the importance and necessity of various construction techniques for different fabrics, and to acquire the skills to apply those construction techniques in a sample form
2. To acquire knowledge and skill regarding stitching techniques for various garment components such as plackets, pockets, cuffs, collars, and fasteners which are ultimately used for stitching of any garments

**Unit I :**

1. Types of Yarn – Simple, novelty, textured yarns.Yarn twist,
2. Spinning Process- Mechanical- Ring spinning, Open-end spinning.
3. Chemical spinning – Dry, wet, melt.

**Unit II**

1. Introduction to Seams –Plain ,French, Lapped Flat fell, double channel,
2. Tucks-Pin ,Cord, Shell,Cross
3. Pleats – Knife, box, inverted , stitch down. ,
4. Gathers – Machine and hand gathers
5. Types of Sleeves

**Unit III :**

1. Trimmings : Types and uses of -Belts, Fringes, Frills, Ruffles
2. Typesand uses of –Yokes ,Collars ,Pockets,
3. Types of Fasteners –Zipper, Buttons, Hooks and loops, Velcro.

**Unit IV :**

1. Fashion accessories –Types and uses of-- Head gears, Foot wear, Hand bags, Types and use of jewelry



2. Surface ornamentation –Types and application of- Appliqué, Quilting, smoking, ribbon work, embroidery

**INTERNAL ASSESSMENT (Refer Direction)**

<b>Total Marks</b>	<b>20</b>
--------------------	-----------

**PRACTICALS**

<b>Total Marks</b>	<b>40+10</b>
Drafting r	10
Stitching <sup>if</sup> <sub>c</sub>	15
Sample t	05
Record	10
IA	10

- I. Make samples of
  - i. Surface ornamentation- Appliqué, Quilting, smoking.
  - ii. Drafting cutting and stitching of :-Baba suit, Romper
  - iii. Make any one fashion accessory-Head gears, Hand bags, Jewelry.
  - iv. French seam, lapped seam, Flat fell seam, Double channel seam

**INTERNAL ASSESSMENT**

<b>Total Marks</b>	<b>10</b>
--------------------	-----------

1. Preparation of sample book based on trimmings, fasteners.
2. Preparation of Charts/ Assignments.

**REFERENCE BOOKS:**

1. Aswani K.T. Fancy Weaving Mechanism, Mahajan Books, Ahmedabad.
2. DeulkarDurga - Household Textile and laundry work, Atmaram and sons, Delhi,
3. Dongorkemy Kamala S.- The Romance of Indian Embroidery, Thakur and Co. Bombay.
4. Dorothy Siegart, Lyle - Modern Textiles, John Wiley and Sons. Inc New York.
5. Nisbet H. - Grammer of Textile Design, Taraporwala and Sons, Bombay
6. PanditSavitri - Indian Embroidery, its variegated charms.
7. Complete Guide to Sewing-Readers Digest, The reader's digest association, 1976
8. Complete Book of Sewing, Alison Smith Dorling Kindersley, 1999
9. Singer Sewing Book, Gladys Cunningham, The Singer Company



**B.Sc. HOME SCIENCE SEMESTER II  
PAPER – IV  
Interior Decoration & Design  
(2T-4)**

Total Marks	150
Theory + IA	80 + 20 = 100
Practical + IA	40 + 10 = 50

**Objective:**

- 1) To develop skill in using colors to create different effects in space, with the use of various color schemes.
- 2) To learn techniques of using color in different media
- 3) To give knowledge of flowers / floral decoration and arrangement

**COURSE CONTENT: Theory**

**Unit I – Importance of colour in Interior Decoration**

**A. Detail Study of Prang colour system:**

- i. Characteristics or dimensions of colour
  - a. Hue, b. Value, c. Intensity
- ii. Classification of color
  - a. Primary, b. Secondary, c. Intermediate, d. Tertiary, e. Quaternary, f. Neutral
- iii. Warm & cool colours
- iv. Advancing & Receding colours
- v. Colour wheel

**Unit: - II-Colour Schemes:**

- A. Related colour scheme:
  - a. Monochromatic, b. Analogous
- B. Contrast colour scheme:
  - a. Complementary, b. Double complementary, c. Split complementary, d. Triad, e. Neutral
- C. Colour schemes for different rooms
  - a. Kitchen and dining, b. Drawing room /Living room, c. Bed room

**Unit III – Decorating Interior & Exterior**

**A. Floral Decoration:**

- a) Definition and Importance
- b) Objectives
- c) Material Required

**B. Flower Arrangement**



- a) Application of Elements of Art in flower Arrangement
- b) Application of Principles of Art in Flower Arrangement.

**C. Use of Flower arrangements:**

- a) Personality
- b) Occasion
- c) Placement in rooms
- d) Flowers as gift
  - a) Bouquet
  - b) Spray of flowers
  - c) Potted

**Unit IV – Types of flower arrangement**

- a) Traditional
- b) Oriental / Japanese
- c) Modern
- d) Floating
- e) Miniature
- f) Dry

**B. Artificial Flower Arrangement:**

- i. Method of making Artificial Flower
- ii. Material required for artificial flower arrangement

**C. Do's & Don'ts in flower arrangement**

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

**PRACTICALS**

- 1- Classes of colors
  - i) Primary ii) Secondary iii) Intermediate



- 2- Colour Wheel
- 3- Warm & cool colours
- 4- Value Scale
- 5- Monochromatic colour scheme
- 6- Analogous colour scheme
- 7- Complementary colour scheme
- 8- Double complementary colour scheme
- 9- Triad colour Scheme
- 10- Types of flower decoration / Arrangement
  - i) Single stick ii) Small Bunch iii) Miniature iv) Modern

Total Marks	40+10
Classes of Colours	10
Colour Scheme	10
Flower decoration	10
Record	10
IA	10

#### INTERNAL ASSESSMENT

Accessories in interior (Any two)

- 1) Accessories in home decoration (Creative Art)
- 2) Floral Carpets
- 3) Artificial Flowers
- 4) Rangoli-Using various types of materials

Total Marks	10
-------------	----

**Note-Workshop to be conducted to teach new article.**

Books Recommended

- 1) Goldseiu H. &Goldstaia V –Art in Every day life,Machllian co, New york 4th Edition
- 2) Mann M- Home Management Kalyani Publishers, New Delhi
- 3) Soundaraj S - Text book of House hold Arts, orient Longman, Bombay.



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

**B.Sc HOME SCIENCE SEMESTER II**  
**PAPER - V**  
**Social Survey and Community Development**  
**(2 T-5)**

Total Marks	150
Theory + IA	80 + 20 = 100
Practical + IA	40 + 10 = 50

**OBJECTIVES :**

1. To impart knowledge of community development.
2. To develop awareness regarding community development programmes.
3. To assess the methods of social and social research.
4. To gain the knowledge about gender and development.

**Theory :**

**UNIT - I**

1. History of Community Development :  
Definition, objectives of community development programme, essential elements of community development, limitations of community development, Similarities and dissimilarities between community development and extension education.
- 2 Elements of community development :  
Role of community development worker, major elements involved in India's community development and extension process, difference between an extension worker and a community development worker.

**UNIT - II**

1. Community development programmes :
  - a) Shriniketan rural reconstruction
  - b) Gurgaon experiment
  - c) Marthandum project
  - d) Gandhian constructive programme
2. History of extension activities :
  - a) Etawah pilot project
  - b) Indian village service
  - c) Firka development scheme
  - d) Nilokheri experiment

**UNIT - III**

1. Social Survey :  
Definition, importance of social survey, types of social survey, steps involved in social survey, variation between social survey and social research.
2. Social Research :  
Definition, importance of social research, tools of data collection- questionnaire, observation, interview and schedule methods

**UNIT - IV**

1. Gender and Development :



Sex ratio, Human resource development index, Barriers to women's access to inputs and services related to legal rights, employment and equal pay.

2. Poverty Alleviation Programmes : Efforts taken by Government agencies for eradication of poverty - a) National Rural Health Mission b) Integrated Child Development Services c) Efforts by Department of Women and Child Development

#### INTERNAL ASSESSMENT (Refer Direction)

##### Practicals :

1. Framing of questionnaire to collect data on any developmental issue.
2. Preparation of handmade slides.
3. Handling and operation of slide projector for projection of slides.
4. Preparation of news story.
5. Preparation of 10 Pages album on rural development.

Total Marks	40+10
Writing	10
Teaching Aid	10
Presentation	10
Record	10
IA	10

#### INTERNAL ASSESSMENT

Total Marks	10
-------------	----

1. Report on socioeconomic survey of 5 families in rural /slum area

##### Books Recommended :

1. Directorate of extension : Extension Education in Community Development.
2. Supe. S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata, 1999.
3. Chandra. A., Shah. A. and Joshi. V.: Fundamentals of teaching Home Science, Sterling Publishers, New Delhi, 1989.
4. Devdas. R. P., Methods of teaching Home Science, National Council of Education, 1978.
5. Singh. K., Rural Sociology, Prakashan Kendra, Lucknow.
6. Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.





**B.Sc. HOME SCIENCE SEMESTER -II**  
**PAPER -VI**  
**Ecology & Environment - II**  
**(2T-6)**

Total Marks	75
Theory + IA	40 + 10 = 50
Practical + IA	20 + 5 = 25

**Theory:**

**UNIT - I GARDENING**

1. Definition, types of garden, Importance of garden, Nursery Development and entrepreneurship and its importance. Common diseases and pests in garden plants and their control.
2. Ornamental garden – definition, important parts of garden, plan and layout of ornamental garden.
3. Kitchen garden – Definition, cultivation techniques of Brinjal, Tomato, chilli, cauliflower.

**UNIT -II PLANT PROPOGATION**

1. Definition, various methods used in plant propagation for some garden plants.
2. Garden Implements and accessories, Budding, Grafting and layering methods, selection of plants and their certification.
3. After care of budded and grafted plants. Fertilizers used in garden.

**UNIT- III MUSHROOM CULTIVATION**

1. Introduction of mushroom, types suitable for cultivation. Preparation and culture of spawn.
2. Cultivation technique of oyster Mushroom, cultivation technique of white Button Mushroom, cultivation technique of Paddy Straw Mushroom.
3. Economic importance of Mushroom cultivation as a small scale industry.

**UNIT – IV VERMICULTURE & VERMI COMPOSTING**

1. Introduction of earthworm, distribution and ecology
2. Vermiculture, food habits and uses of earthworm
3. Vermicompost, chemical composition of worm cast, economic importance of Vermiculture



## INTERNAL ASSESSMENT (Refer Direction)

Total Marks	10
-------------	----

### Practicals

1. Study of garden implements and accessories
2. Potting
3. Methods of plant propagation:
  1. Budding
  2. Grafting
4. Study and identification of common garden flowers and vegetables seeds.
5. Use of common fungicides and insecticides in garden
6. Detection of free  $\text{CO}_2$  in given water sample
7. Detection of hardness of given water sample

Total Marks	20+5
Experiment	05
Spotting	05
Propogation	05
Record	05
IA	05

## INTERNAL ASSESSMENT

Total Marks	05
-------------	----

Survey on Study of Ecosystem: Types of Plants, or Types of insects available in your surroundings.

### Books Recommended:

1. Plant propogation (New age International Publisher) by M.K. Sandhu
2. Mushrooms for livelihood ( Kalyani Publisher) by Dr. Vijay Khader's
3. Plant Nursery Management: How to start and operate a Plant Nursery –Ray P.K.
4. The complete technology Book on Vermiculture&Vermicompost –NPCS Board of Consultants & Engineers
5. How to start a Worm farm:Guide to Vermiculture, Vermicomposting and worm farming – SolucinousTainas



**B.Sc. HOME SCIENCE - SEMESTER II**

**Paper VII**

**BASIC CHEMISTRY-II**

(2T-7)

<b>Total Marks</b>	<b>75</b>
Theory + IA	40+ 10 = 50
Practical + IA	20+05= 25

**COURSE CONTENT**

**THEORY**

**Unit-I**

- Fuels:** Definition, classification, characteristics of good fuel, calorific value, preparation of Gobar gas.
- Crude petroleum and its refining by fractional distillation, cracking of petroleum, composition and application of LPG, Precautions while using LPG

**Unit-II**

- Acid and base:** Concept of acid, base (Arrhenius theory and Lowry and Bronsted Theory), Conjugate pair, neutralization reaction.
- pH and pH scale, Buffer solution -Definition ,types, preparation, properties and its applications in everyday life.

**Unit-III**

- Organic Compounds:** Definition, saturated and unsaturated hydrocarbon, classification of organic compounds based on their structure and functional groups. Definition of alkane, alkene and alkyne with examples.
- Homologous series, IUPAC nomenclature of alkane, Laboratory preparation, chemical properties and uses of methane and ethylene.

**Unit-IV**

- Corrosion:** Definition, atmospheric corrosion (Corrosion by oxidation and by other gases). Factors causing atmospheric corrosion,
- Methods for protection of metals from corrosion (Galvanizing, tinning and electroplating).

**INTERNAL ASSESSMENT (Refer Direction)**

**Practical**  
**Practical A**

<b>Total Marks</b>	<b>25</b>
Practical A	5
Practical B	5
Record	5
Viva Voce	5
Practical IA	05



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

1. Titration of strong acid vs. strong base (Acid-base double titration)
2. Determination of pH of different solutions by using pH meter/ pH paper.

**Practical B**

1. Detection of functional groups- Acids, Alcohols, Aldehydes and Ketones.
2. Preparation of acidic and basic buffer solution.

**INTERNAL ASSESSMENT**

<b>Theory IA Marks</b>	<b>10</b>
------------------------	-----------

1. Assignment book/ workbook for topics from syllabus (all four units)

**BOOK RECOMMENDED:**

1. Text-Book of organic Chemistry: B; S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
2. Text Book of Physical Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
3. A Text Book of Engineering Chemistry, S.S. Dara and Suresh Umare, S. Chand Publication, New Delhi.
4. A Text Book of Basic and Applied Chemistry, P.C. Jain and Monica Jain.
5. Polymer Science by V.R. Gowarikar, Wiley Ester Ltd. 1987.
6. Text Book of Organic Chemistry by J. L. Finar, Longman Publication.

**B.Sc. HOME SCIENCE SEMESTER II**

**PAPER -VIII**

**Applied Physics and Basic Computer - II**  
(2T-8)

<b>Total Marks</b>	<b>75</b>
Theory + IA	40 + 10 = 50
Practical +IA	20 + 5 = 25

**Objectives:** To revise concepts in Physics (Electricity, Optics) and Computers.

**Theory:**

**Unit-I**

**Basic Electricity:** Concept of electric charge, electric field, potential difference, current, resistance and statement of Ohm's law. Laws of series and parallel combinations of resistances (numericals based on Ohm's law and series and parallel combination of resistances) Examples of good and bad conductors of electricity.

**Unit-II**

**Light - I:** Nature of light as an electromagnetic wave, primary colors, velocity and wavelength of light, colors of objects. Concept of reflection, refraction of light and laws of reflection and refraction of light. Concept of dispersion of light in prism, Concept and definitions of refractive index of a



material (discuss any two definitions), concept of transparent, translucent and opaque materials with three examples each.

### Unit-III

**Light - II:** Definition of lens, types of lens (convex, concave), concept of focus and focal length of lens, application of convex and concave lens, concept of power of lens and diopter.

**X-Rays:** Definition of x-rays, production, properties and their applications.

Definition of radioactivity: properties of  $\alpha$ ,  $\beta$  and  $\gamma$  rays. Applications of radioactivity.

### Unit-IV

**Computer Hardware:** Concept of Mother Board, Computer Memory: RAM, ROM, Cache, External memory devices: Hard Disk (magnetic disk), CD, DVD, Pen drive/flash drive. Printers: principle and working of impact printers (dot matrix) and non impact printers (Inkjet and LASER printer). Scanner (principle and working), Concept of USB and HDMI ports

**INTERNAL ASSESSMENT** (Refer Direction)

### Practicals

1. Measurement of Voltage at various points in a given DC electric circuit using dc voltmeter.
2. Measurement of Voltage at various points in a given DC electric circuit using multi-meter.
3. Verification of values of given resistances by using multi-meter.
4. Experimental verification of Ohm's Law.
5. Experimental verification of series and parallel combination of resistances using multi-meter.
6. Determination of refractive Index of a material of glass slab.
7. Determination of Focal Length of a given convex lens.
8. Determination of refractive index of a material of a prism.
9. Scan a document, save it in JPEG (Joint Photographic Experts Group) format and print it.
10. Scan a document, save it in PDF (Portable Document Format) and print it.

Total Marks	20 + 5
Experiment	10
Viva	05
Record	05
IA	05

### INTERNAL ASSESSMENT

1. Assignment book/ workbook for topics from syllabus (all four units)

Total Marks	10
-------------	----

### Reference Books:

1. Principles of physics (vol. I & II) – Halliday & Resnik



- Principles of physics – Subramanyam, Brijwal
- How things work (vol. I & II ), INDUS (Harper Collins India)
- Electrician Theory, A. K. Mittal, Arihant Publication, Meerath.
- Basic Electrical Engineering, M. L. Anwani, Dhanpat Rai & Co. (P) Ltd.
- Elements of Computer Science, S. K. Sarkar, A. K. Gupta, S. Chand & Co., New Delhi
- Fundamental of computers E. Balguruswamy, Mc Graw Hill Education Pvt. Ltd. New Delhi
- Computer fundamental (concepts, system & application) Praddeep K. Sinha, Priti Sinha, Sixth edition 2011, B.P.B. Publication
- Comdex computer course, Vikas Gupta, PM Publication, New Delhi.

## B.Sc. HOME SCIENCE SEMESTER - II

### PAPER - IX

#### English and Communication Skills-II

(2T-9)

Total Marks	100
Theory	80
Internal Assessment	20

#### Objectives :

- To prepare the students to communicate effectively and fluently in English.
- To enable students listening, speaking reading and writing.
- To strengthen grammatical accuracy
- To prepare the students to deal with customers, professional, counselors in correct grammatical, idiomatic English.
- To provide personality development training through situational role play, interview techniques, group discussions, seminar presentation etc.

#### Theory :

##### Unit I :

- Bio-data /Resume
- Job Application
- Tenses
- Direct and Indirect Speech

##### Unit II :

- Technical report writing  
Official Report Writing
  - Report on College Gathering
  - Newspaper Report
- Stress Management

##### Unit III :

- Dialogue writing



- 2) Group Discussion
- 3) Role Playing
- 4) Degrees of Comparison
- 5) Transformation of Sentences
- 6) Health and Hygiene

**Unit IV :**

- Creating a write up for an event:
  - 1) Notices
  - 2) Press no
- Professional Manners and Etiquettes
  - 1) Personal Interview Techniques
  - 2) Meeting Agendas and
  - 3) Minutes writing
  - 4) Simple, Compound, Complex Sentences

**INTERNAL ASSESSMENT :**

**Total Marks - 20**

- a) Writing a Bio-data and Job Application
- b) Grammar exercise
- c) Report Writing
- d) Dialogue writing
- e) Group Discussion
- f) Role Playing
- g) Notices/Press Notes
- h) Mock personal interviews
- i) Mock Professional situations
- j) Grammar exercise

**Reference Books:**

1. Professional Communication Skills : By Pravin S.R.Bhatia, A.M Sheikh: S.Chand and company
2. English Grammar Composition and Effective Business Communication By M.A. Pink, S.E.Thomas : S.Chand
3. You can Win Shiv Khera
4. 7 Habits of Highly effective people :Steven Corey
5. Enjoying EverydayEnglish ,A.Rama Krishna Rao. Sangam Publication
6. Applied English Grammar and Composition Dr. P.C.Das New Central Book Agency(P) Ltd
7. Malgudi Days by R.K. Narayan



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

B.Sc. HOME SCIENCE

SEMESTER -III

39





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## B. Sc. HOME SCIENCE SEMESTER III

### PAPER - I

#### Community Nutrition

(3T-1)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

#### OBJECTIVES:

- 1) To orient students to the basic principles of nutritional assessment as applied to the study of community nutrition.
- 2) To understand the importance of nutrition education.
- 3) To develop an understanding the role of micro-organism in food.
- 4) To prepare standardized recipes for specific age groups and calculate the nutrients.

#### THEORY

#### COURSE CONTENT:

##### UNIT-I

##### 1. Malnutrition

- a) Definition and types of malnutrition
- b) Causes and symptoms of malnutrition
- c) Nutritional problems due to malnutrition
- d) Prevalence of malnutrition in India

##### UNIT -II

##### Nutritional Assessment

##### 1. Assessment of Nutritional Status:

- a) Anthropometry
- b) Diet Survey
- c) Clinical Assessment
- d) Laboratory methods (Biochemical)

Limitations and interpretation of all the above parameters

**2. Role of National organizations and International organizations:** (ICAR, ICMR, NIN, CFTRI) and (FAO, WHO, UNICEF, CARE) in community nutrition and health

##### UNIT - III

##### 1. Nutrition Education

- a) Meaning, importance and objectives of nutrition education
- b) Methods and evaluation of nutrition education
- c) Problems involved in organizing nutrition education programme for the community and how to solve them

**2. National Nutrition Programme:** a) ICDS b) MDM Programme c) National Nutrition Anemia Prophylaxis Programme (NNAPP) and d) Vitamin A Prophylaxis Programme (VAPP) e) Goiter Control



## UNIT - IV

**Principles underlying and food preservation:** Improving shelf life and nutritional quality of food

### 1. Food Preservation

- A) Importance of food preservation.
- B) General Principles and Methods of Food Preservation
  - a) High/Low temperature (pasteurization/refrigeration/deep freezing)
  - b) Drying (sun-drying / mechanical drying)
  - c) Radiation
  - d) Preservatives

### 2. Food Fermentation

Role of Microorganisms as food fermenting agent for products such as, Idli, Curd, Butter, Cheese and Bread. Nutritive value of fermented foods

**3. Leavening Agent:** Microbiological Chemical and Natural Leaveners

### 4. Food Additives

**INTERNAL ASSESSMENT** (Refer Direction)

Total Marks	20
-------------	----

### PRACTICALS

1. Conversion of Weights and Volumes of raw foods to cooked food (any 5)
  2. Weights and Measures - Standard and household measure for raw food
  3. High calorie and High protein recipes (any 2)
4. Low calorie recipes (any 2)
  5. Preparation and Calculation of nutritive value of:
    - a) Fermented recipes-Idli, Dosa, Dhokla, Uttappam and Appe (any 2)
    - b) Baked products: Cake, Biscuits, Nankhatai and Cookies (any 2)

### REFERENCES

1. **Nutritive Value of Indian Foods:** Gopalan C, Rama Sastri and Balasubramanian S.C. National Institution, 1993.
2. **Understanding Nutrition:** Whitney E.N. & Rolfes S.R. 8<sup>th</sup> Edition West/Wordsworth. 1999.
3. **Dietetics:** B Sri Lakshmi, New Age International (P) Ltd., Publishers 3<sup>rd</sup> 2000.



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

4. **Nutrition and Dietetics** :Shubhangini A.Joshi, Tata McGraw Hill Publishing Co. Ltd., New Delhi, 1992.

5. **Nutritional Research**: Current Scenario and Future Trends Editor: K. Krishnaswamy, Oxford and IBH Publication Co. Pvt. Ltd., 2000

6. **Nutritional Problems of India**: Shukla P.K., Prentice Hall of India Pvt. Ltd., Delhi 1982

7. **The Science of Food**: An Introduction to Food Science, Nutrition and Microbiology: Gaman P.M. & Sherrington K.B. 2<sup>nd</sup> Edition. Pergamon Press, 1989.

8. **Indian Food Composition Tables**: Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.

**B.SC HOME SCIENCE SEMESTER - III**  
**PAPER -II**  
**Development in Late Childhood and Adolescence**  
(3T-2)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

**OBJECTIVES :**

- To understand development in late childhood and adolescence
- To study significant changes during late childhood to adolescence
- To gain knowledge of issues concerning late childhood and adolescence.

**Theory :**

**Unit – I:-**

**I) Early Childhood Care and Education**

1. Meaning, need and importance, aims and objectives, principles, scope of ecce.
2. Types of preschool programmes- play centres, day care, KG, balwadi, anganwadi, mobile crèche, Montessorie.

**II) Late childhood:- Physical, Motor, social emotional development.**



- Developmental tasks of late childhood. Physical development – Changes in body size, nutrition and health, physical fitness
- Motors Skills, Factors influencing
- Changes in emotional development, coping with stress

Development of self- understanding, understanding others, self-esteem and self-concept, self - efficacy, self-regulation , industry vs inferiority

- Relationships with family peers, teachers
- Influence of school and media.

#### Unit II- Late Childhood : Cognitive and language.

- Cognitive development - theoretical perspectives on cognitive development (Piagets and Vygotsky) factors influencing cognitive development
- Intelligence and creativity, influences on intelligence and creativity
- Development of language in late childhood, bilingualism / Multilingualism, influences on language development
- Moral development – Perspectives on morality, influences on moral reasoning and behaviour.

#### Unit III - Early adolescence / Puberty (12-16 Years)

- Puberty – Sub stages of puberty, primary sex characteristics and secondary sex characteristics, effects of puberty changes, sex education
- Adolescence :- Development tasks and theoretical perspectives.
- Physical and physiological changes .

#### Unit IV – Adolescence : Cognitive, Language & Moral Development.

- Perspective on cognitive development
- Development of intelligence and creativity
- Adolescent language
- Self and Identity at adolescence
- Family relationships – parents, grandparents & significant others
- Peer relationships.

#### INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

#### Preparation of Workbook Juvenile Delinquency

#### Practicals:

1. Participation in Nursery school ( With Lesson Plans)



2. Studying various hazards related to late childhood and adolescence.
3. Exercises on life skill development

**References :**

- Berk, L.E. (2007). Development through the life span (4<sup>th</sup>ed)  
Allyn & Bacon :
- Rice, E.P., (1999). The Adolescent : Development, Relationships & culture (9<sup>th</sup>ed). Allyn & Bacon, Boston
- Santrock, J.B., (2006). Lifespan Development (10<sup>th</sup>ed) . Mc. GrawHill.Sharma N.(1999). Understanding adolescence. New Delhi : NBT

**B.Sc. HOME SCIENCE SEMESTER – III**  
**Textile Design**  
**PAPER – III**  
**(3T-3)**

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

**Objectives**

1. To acquire knowledge of various methods of fabric construction.
2. To develop creativity in designing for prints.
3. To impart knowledge of traditional textiles of India.
4. Create awareness of different dyeing and printing techniques.

**Theory**

**Unit I :**

- 1 Design – Types, Repeats of design, Types of motifs from India.
- 2 Elements of design and their effects- Line, shape, Color and Texture.
- 3 Principles of design and their effects- Proportion, Balance, Emphasis, Rhythm, Harmony
- 4 Develop designs for saree, Dress material and dupatta, bedcover, curtain by using different designs.

**Unit II :**

- 1 Methods of fabric contractions : Weaving, - handloom, its parts and operation.  
Types of weaves, basic weaves, decorative weaves.-Dobby,Jacquard, pile, Swivel, Lappet
- 2 Introduction to Knitting – Types of knitting, advantages and disadvantages of knitting.



- 3 Non wovens : Bonded fabric, Felt -types and manufacturing process and their uses.
- 4 Other methods of fabric constructions – Netting, lace making, braiding.

### Unit III :

1. Finishes, Importance of finishes : General finishes – Scouring, bleaching, singeing, sizing, mercerizing, tentering, calendaring.
2. Special finishes: Special calendaring, napping, flame proofing, water proof and water repellency, wrinkle resistances.

### Unit IV :

1. Regional embroidery : History, stitches, Motifs, colour, material , threads used in Kantha of Bengal, Chamba of Himachal Pradesh, Kasuti of Karnataka, Kashida of Kashmir.
2. Phulkari of Panjab, Chikankary of Uttarpradesh, Manipuri from Manipur, Kathiyawadi of Gujrat

### INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

### Practical

1. Make an embroidery album of Kantha of Bengal, Chamba of Himachal Pradesh, Kasuti of Karnataka, Kashida of Kashmir, Phulkari of Panjab, Chikankari of U.P Manipuri, Kathiawadi of Gujrat
2. Develop designs for saree, Dress material and dupatta, bedcover, curtain by using different design with different colours.

### BOOKS RECOMMENDED

- Chattopadhyaya, K., Handicrafts of India, All India Handicrafts Board, New Delhi, 1975.
- Ikat textiles of India Chelna Desai, Chronicle Books, San Francisco, 1988
- Silk Brocades Yashodhara Roli & Janssen BV, New 2003
- Hand-woven Fabrics of India, Jaslen Dhamija and Jyotindra Jain, Mapin Publishing Pvt. Ltd. Ahmedabad, 1989
- Tie-Dyed textiles of India, Veronica Murphy & Rosemary Crill, Victoria & Albert Museum, London, 1991
- Traditional Indian costumes and Textiles, Parul Bhatnagar, Abhishek Publication, Chandigarh, 2004
- Designs for a life time Usha Shrikant, Samata Enterprise, Mumbai, 2002
- Marsh, J.T., An Introduction to Textile Finishing, B.I. Publishers, 1979
- Corbman, P.B., Textiles-Fibre to Fabric, Gregg Division/McGraw Hill Book Co., US, 1985
- Potter MD and Corbman BP, Textiles: Fibres to Fabric – Published by McGraw Hill Inc, U.S.A
- Usha Shrikant - Ethnic Embroidery of India, Samaia Enterprises, Mumbai.



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

William Watson - Textile Design and colour, Longman Green and Co. London.

**B.Sc. Home Science Semester III**  
**PAPER – IV**  
**Housing and Interior Decoration**  
**(3T-4)**

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

**Objectives**

- 1 To develop understanding regarding housing needs, Principles, Planning of house
- 2 To experiment with space, Preparing house plans .
- 3 To develop graphic skills to express ideas in design, forms, knowledge of landscaping and economic use of space.

**COURSE CONTENT: Theory**

**Unit I** a) Concept of Housing

b) Importance of Housing

c) Family Housing Needs – (i) Protection (ii) Economic Needs (iii) Affectional (iv) Social

(v) Standards of Living (vi) Housing Goals (vii) Style (viii) Function

(ix) Occupation (x) Physical and Mental Health

d) Selection of Site for House -(i) Physical features (ii) Type of soil (iii) Hygienic Conditions

(iv) Practical convenience (v) Legal point of view

(vi)Economic Conditions

e) Principles of house planning - (i) Orientation (ii) Aspect (iii) Prospect (iv) Privacy

(v) Grouping (vi) Roominess (vii) Furniture (viii) Sanitation

(ix) Circulation (x) Economy

**Unit II** a) Factors affecting house planning: (i) Income (ii) Occupation (iii) Size of the family(iv) Socio-economic status of the family

b) Study of various rooms in the house with respect to:

(i) Living area: (a) Verandah (b) Drawing room

(ii) Sleeping area: (a) Bedroom (b) Guestroom



(iii) Service area: (a) Staircase (b) Toilet (c) Dining room

(d) Store room

(e) Kitchen-Types of kitchen: (a) One wall

(b) Two wall (c) U-shape (d) L-shape

(f) Storage facility in different rooms:

### Unit III- Arrangement of Furniture

1.a) Selection of furniture: (i) Expressiveness (ii) Styles (iii) Beauty (iv) Utility (v) Comfort (vi) Flexibility (vii) Durability (viii) Cost

b) Material Required for construction: (i) Wood (ii) Metal and alloy (iii) Plastic (iv) Glass (v) Willow, rattan, cane.

c) Care of furniture

2. (a) application of art elements and principles in arrangement.

(b) Various kinds of Architectural symbols used in scale drawing.

(c) Arrangement in different rooms- (i) Living (ii) Dining (iii) Bedroom

**Unit IV** (a) Bonsai- (i) History (ii) Preparation of soil (iii) Selection of plants (iv) Potting and repotting (v) Different styles (vi) Selection of containers (vii) Care

(b) Landscaping- (i) Importance (ii) How a professional landscape design can enhance home

(iii) Selecting landscape plants (iv) Selecting landscape structures/materials

(v) Installing driveways and walkways (vi) Lighting (Outdoors) (vii) Garden ornaments

### INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

#### Practical

Exp. No. 1: Symbols of various kinds of furniture used in scale drawing.

Exp. No. 2: Arrangement of furniture with the help of symbol in Drawing room.

Exp. No. 3: Arrangement of furniture with the help of symbol in Bed room.

Exp. No. 4: Cleaning of different metals copper, silver, iron, brass, Aluminium.

Exp. No. 5: Care and cleaning of furniture

Accessories in Home Decoration (any two)

1) Articles made out of low cost / waste material

(a) Fabric painting, oil, water, nib, knife, sand, glass, stain glass etc.

(b) Wax work / candles etc.

2) Preparation of bonsai.

3) Visit to Landscape /rock garden.

#### Books Recommended:

1. Agan T. C. - 'The House' Oxford and I. B. H. publishing Co.

2. Ann Reilly; Susan A. Roth - 'The Home Landscape', Home planners Inc. Tucson, Arizona.





3. Deshpande R. S. – 'Modern Indian Homes in India', United Book Corporation, Poona, 2<sup>nd</sup> Edition.
4. Deshpande R. S. – 'Build your own Home', United Book Corporation, Poona, 4<sup>th</sup> Edition.
5. Deshpande R. S. – 'Low Cost Housing', United Book Corporation, Poona, 4<sup>th</sup> Edition.
6. Goldstin H. / Goldstein V. – 'Art in Everyday Life' MacMillan Co., New York, 4<sup>th</sup> Edition.
7. Pak – Tin & Helan Yeap – 'Feng Shui – Health Harmony' B.Jain Publishers Pvt Ltd., New Delhi, 1998.
8. Rutt A. – 'Home Furnishing', Wiley Eastern Pvt.Ltd., New Delhi, 2<sup>nd</sup> Edition.

### B.Sc HOME SCIENCE SEMESTER - III

#### PAPER – V

#### Extension Communication Techniques

(3T-5)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

#### Objectives:

1. To impart knowledge of extension teaching.
2. To develop awareness about extension learning.
3. To assess the extension teaching methods and approaches.
4. To gain the knowledge about art of presentation and devices useful in effective communication.

#### Theory:

#### UNIT - I

1. Extension teaching :  
Definition of extension teaching, steps involved in extension teaching, factors contributing to extension teaching, principles of extension teaching and desirable traits of a teacher for effective extension work.
2. Extension teaching process :  
Teaching plan, Role of teacher in different levels, functions of teaching in extension education.

#### UNIT - II

3. Extension learning process:  
Definition of extension learning, Learning experience, Laws of learning, principles of learning, factors affecting learning, ideal learning situation to achieve success.



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

4. Psychology of learning :  
Types of learning, Group psychology and its effect on learning, Principles of group dynamics, Psychological factors in adult learning.

**UNIT - III**

5. Extension teaching methods :  
Meaning, importance, functions, classification of various extension teaching methods, factors to be considered in selection and use of extension teaching methods.
6. Approaches in Extension :  
Meaning, Strong and weak points of interpersonal, group and mass approach.
- Interpersonal approach : Home visit, office call, personal letter and telephone call.
  - Group approach : Demonstrations, field trips, group discussions.
  - Mass approach : Campaign, Exhibition, Television, Radio.

**UNIT IV**

7. Art of Presentation :  
Meaning, five basic steps of presentation and equipment of campaign work.
8. Selection of teaching aids : Selection, preparation and use of various teaching aids.  
Devices useful for effective communication: Over Head projector, opaque projector, DVD, LCD,

**INTERNAL ASSESSMENT (Refer Direction)**

<b>Total Marks</b>	<b>20</b>
--------------------	-----------

**Practicals**

- Preparation and presentation of flannel cutouts for effective communication.
- Method demonstration for communication.
- Preparation of Poster on home science aspects.
- Handling and operation of opaque projector for teaching.
- Study of Mahila Mandal or MahilaBachatGhat (SHG) to analyze working pattern, and submission of report.

**Books Recommended :**

- Supre. S. V, An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata, 1999.
- Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.
- Reddy Adivi. A. Extension Education, Shree Laxmi Press, Bapatia, Guntur, A.P.



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

4. Singh J. K., Mass Media and Information Technology, Mangaldeep Publication, Jaipur.
5. Kumar K. J. L., Mass Communication in India, Jaico Publishing House, Mumbai.
6. Audio Visual Aids for Co-operative Education and Training, FAO Publications.

**B.Sc. (HOME SCIENCE) SEMESTER- III**

**PAPER VI**  
**Applied Physiology- I**  
**(3T-6)**

<b>Total Marks</b>	<b>50</b>
Theory	40
Internal Assessment	10
Practical	-

**Objectives :**

1. To understand the structure and function of various organs of human body.
2. To promote the basic knowledge of first aid.

**UNIT-I**

1. Animal Cell- Definition, structure & function in brief.
2. Tissue- Classification, Definition and function.

**UNIT-II**

1. Locomotor System- Definition, classification and functions of bones, types of joints.
2. Sense Organs- Definition, structure and functions of eye, ear, tongue, nose and skin.

**UNIT-III**

1. The Blood-
  - a. Definition, composition and functions of blood.
  - b. Clotting of blood.
  - c. Common blood groups, 'Rh' factor and its importance.
2. Lymphatic system- Structure & functions of organs of Lymphatic system, lymph.

**UNIT-IV**

1. Nervous system- Definition, structure and functions of Central Nervous System.
  - i. The synapse and neurotransmitters.
  - ii. Functions and Autonomic Nervous System and Peripheral Nervous System.
2. First Aid- Definition of First Aid, First Aid Kit, Importance of First Aid. First Aid in some accidental conditions- Snake bite, Dog bite, Drowning, Burns, Electric Shock.

**INTERNAL ASSESSMENT (Refer Direction)**

<b>Total Marks</b>	<b>10</b>
--------------------	-----------

**PRACTICALS**

1. Study of Microscope.
2. Identification of bones, their joints and its classification.
3. Application of Triangular Bandage and Roller Bandage.
4. Artificial Respiration.



## REFERENCES-

1. Community Health and Nursing- BasavanPhappa B.T.
2. Practical Pathology- Chaturvedi O.U.
3. Human Anatomy- Chaurasia
4. Medical Physiology- Guyton
5. Hygiene and Public Health- Ghosh P.
6. A.B.C. of Nursing in the Home- Gravelious E.M.
7. Manual of First Aid- Gupta
8. Nursing- George
9. Anatomy and Physiology for Nurses- Jain A.K.
10. Practical Guide to First Aid- Keech P.
11. Anatomy and Physiology for Nurses- Pearce
12. Essentials of Community Health Nursing- J.E. Park
13. Practical First Aid- Park
14. Home Nursing- Prabhu V.
15. Anatomy for Nurses- Prasad
16. Anatomy and Physiology in Health and Nurses- Ross & Wilson

## B.Sc. HOME SCIENCE SEMESTER III

### PAPER –VII

#### APPLIED CHEMISTRY-I

(3T-7)

Total Marks	50
Theory	40
Internal Assessment	10
Practical	-

## THEORY

### Unit-I

- a) **Carbohydrates:** Definition, classification, open chain structure of glucose and fructose. Manufacture of cane sugar, optical isomerism of asymmetric carbon atom, plane polarised light, dextro and leavo rotatory compounds.
- b) **Lubricants:** Introduction, function of lubricant, Classification of lubricants: Liquid lubricant (animal and vegetable oil, mineral or petroleum oil, blended oil), Semisolid lubricant (greases), Solid lubricant (graphite).

### Unit-II

- a) **Fermentation:** Definition, ideal conditions for fermentation, application of fermentation.
- b) Preparation of vinegar and ethanol by fermentation process.

### Unit-III

- a) **Oils and Fats:** Definition, difference between oils and fats, saponification value, iodine value, rancidity and hydrogenation of oils.



- b) Refining of edible oil, naturally occurring fatty acids (saturated and unsaturated), essential and non essential fatty acids. Omega names of MUFA and PUFA.

#### Unit-IV

- a) **Soap** : Definition, types of soap, Industrial method of preparation of soap, cleansing action of soap.
- b) **Detergent**: Introduction and Definition, classification, composition of common detergent (solid and liquid), Difference between soap and detergents.

#### INTERNAL ASSESSMENT (Refer Direction)

Theory IA Marks	10
-----------------	----

#### PRACTICALS

##### Practical A.

- 1 Preparations of cosmetics: i) Shampoo (simple and herbal) ii) Perfumes
- 2 Preparation of dyes and drug:
  - a.Methyl salicylate from salicylic acid.
  - b.Orange dye from beta naphthol and aniline or p-toluidine
- 3.Use of physical balance.

##### Practical B

1. Determination of total fatty acid present in given sample of soap.
2. Determination of total alkali present in given sample of soap

#### BOOK RECOMMENDED:

1. Text Book of Organic Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
2. Text Book of Physical Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
3. A Text Book of Engineering Chemistry, S.S. Dara and Suresh Umare, S. Chand Publication, New Delhi.
4. A Text Book of Basic and Applied Chemistry, P.C. Jain and Monica Jain.
5. Polymer Science by V.R. Gowarikar, Wiley Ester Ltd 1987.
6. Text Book of Organic Chemistry by J. L. Finar, Longman Publication,
7. Synthetic Dyes by G R Chatwal, Himalaya Publishing House, New Delhi.
8. Synthetic Drug by G R Chatwal and Anand, Himalaya Publishing House, New Delhi.
9. Organic Chemistry of Natural Products Vol. I and II, by G. R. Chatwal, Himalaya Publishing House, New Delhi.
10. Perfumes, Cosmetics, Soaps Vol. I, II and III by W. A. Poucher, Ninth Edition, Chapman and Hall Publication (1975)
11. New Cosmetic Science by Takeo Mitsui, Elsevier, 1997.



PAPER -VIII  
Applied Physics & Computer Application -I  
(3T-8)

Total Marks	50
Theory	40
Internal Assessment	10
Practical	-

**Theory:**

**Objectives:** To learn about electrical safety , Heat , Appliances and Operating systems and word processing software (MS WORD) and database creation and management software (MS EXCEL)

**Unit-I**

**Electricity and personal safety:** Concept of ac and dc voltage, frequency and voltage of ac supply in India, Electrical Safety and Precautions, Safety devices in use of electricity : fuse, earthing, earthing methods, circuit breakers, MCBs (Miniature Circuit Breakers for domestic electric supply), lightning conductor), Management of electrical hazards (shocks, burns, fire).

**Unit-II**

**Transmission of Heat:** Concept of Heat, Modes of heat transfer: conduction, convection and radiation (with at least three examples each). Concept of Temperature; Fahrenheit, Celsius and Kelvin) and Conversion of temperature among them. Examples of good and bad conductors of heat(at least three each)

**Unit -III**

**Appliances:** Principle, construction and working of: pressure cooker, thermos flask, solar cooker, Mercury thermometers (laboratory thermometer, clinical thermometer).  
Heating effect of electric current, thermostatic control and automation with bimetallic strip, principle, construction and working of immersion heater, storage type geyser, and electric press.

**Unit- IV**

**Computer Applications:** Concept of operating system, important features of popular operating systems (WINDOWS, UNIX and LINUX).

**Microsoft WORD:** Applications of MS-Word, Study of different commands: Open a new document, Open a saved document, Typing text, selecting text, copy-paste, cut-paste, saving file, closing file, renaming a file, page layout (margin, orientation, page size), creating header & footer, applying fonts, font size, Bold, Italic and Underline, preview document, printing a page/printing a document.

**Microsoft EXCEL:** Applications of MS-Excel, Opening of worksheet, selecting cells, entering and editing text, entering numbers, Entering and editing formulas, inserting rows and columns in worksheet, create database.



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

**INTERNAL ASSESSMENT (Refer Direction)**

**Practicals**

Total Marks	10
-------------	----

1. Use of multi-meter to measure voltage and frequency of ac supply.
2. Measurement of temperature and it's inter-conversion in other scales.
3. To find the efficiency of an electric heater.
4. Calibration of bimetallic strip and verification of automation.
5. Open MS-Office, create file in MS Word and perform various operations in it
6. Open MS-Office, create file in MS Excel and enter given data in it, creating a worksheet in excel
7. Visit to science center.
8. Visit to industries making/repairing home appliances.

**Reference Books:**

1. Principles of physics (vol. I & II) – Halliday & Resnik
2. Principles of physics – Subramanyam, Brijwal
3. How things work (vol. I & II), INDUS (Harper Collins India)
4. Study of electrical appliances and devices, K. B. Bhatia, Khanna Publishers, New Delhi.
5. Electrician Theory, A. K. Mittal, Arihant Publication, Merath.
6. Basic Electrical Engineering, M. L. Anwani, Dhanpat Rai & Co. (P) Ltd.
7. Elements of Computer Science, S. K. Sarkar, A. K. Gupta, S. Chand & Co., New Delhi
8. Fundamental of computers E. Balguruswamy, Mc Graw Hill Education Pvt. Ltd. New Delhi
9. Computer fundamental (concepts, system & application) Pradeep K. Sinha, Priti Sinha, Sixth edition 2011, B.P.B. Publication
10. Comdex computer course, Vikas Gupta, PM Publication, New Delhi.
11. Operating System, Dr. S. B. Kishor, Das GanuPrakashan, Nagpur.



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

B.Sc. HOME SCIENCE

SEMESTER -IV

55





Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

**B. Sc. HOME SCIENCE - SEMESTER IV**

**PAPER - I**  
**Nutrition for Life Span**  
**(4T-1)**

Total Marks	150
Theory + IA	80 + 20
Practical + IA	40+10

**OBJECTIVES:**

- 1) To learn principles of meal planning.
- 2) To plan and calculate balanced diets for family members.

**THEORY**

**COURSE CONTENT:**

**UNIT-I**

**Family Meal Management 1) Meal Planning:**

- a) Definition of RDA , Recommended set- up , Reference persons and RDA
- b) Use and importance of RDA and Food Value Tables in meal
- c) Principles and advantages of meal planning
- d) Factors affecting meal planning
- e) Food fads and fallacies.

**Diet planning with reference to special individual requirements:**

**2) Nutrition during adulthood:**

- a) Balanced diet for Adult man and women.
- b) Nutritional requirements
- c) Dietary guidelines for adults

**UNIT-II**

**1) Nutrition during pregnancy:**

- a) Physiological changes during pregnancy
- b) Desirable weight gain
- c) Nutritional requirements
- d) Diet during pregnancy
- e) Complications during pregnancy
- f) Dietary guidelines for pregnancy

**2) Nutrition during lactation:**

- a) Nutritional requirements of a lactating mother, factors affecting milk secretion, galactagogue foods.
- b) Diet during lactating period.

**UNIT - III**

**1) Nutrition during infancy:**

- a) Growth and development during infancy b) Nutritional requirements



- c) Types of milk fed to infants
- d) Advantages of breast feeding
- d) Bottle feeding
- e) Weaning
- f) Supplementary foods
- 2) **Nutrition during: 1. Preschool children 2. School going children**
- a) Growth and development b) Nutritional requirements c) Dietary guidelines for children d) Packed Lunches

#### UNIT - IV

- 1) **Nutrition during Adolescence:** a) Growth and Development during adolescence.
- b) Nutritional requirements.
- c) Dietary guidelines for adolescent.
- 2) **Geriatric nutrition (age over 60 years) :** a) Changes occurring during ageing
- b) Nutritional requirements
- c) Diet during old age
- d) Dietary guidelines for old age

#### INTERNAL ASSESSMENT (Refer Direction)

##### PRACTICALS

<b>Total Marks</b>	<b>20</b>
--------------------	-----------

##### Meal Planning for various groups

Planning, Calculation and Preparation of a whole days model meal for

- Adult Women/Man
- Pregnant women
- Lactating women
- Weaning recipes for Infants (any five)
- Preschool children
- School going children
- Adolescent girl/boy
- Old Person

<b>Total Marks</b>	<b>40+10=50</b>
Planning	10
Calculation	10
Cooking	10
Presentation	05
Record	05
IA	10

- b) Planning, calculation and preparation of Packed Lunch for a school going children (any five)

#### INTERNAL ASSESSMENT

<b>Total Marks</b>	<b>10</b>
--------------------	-----------

Any one of the following:



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

---

- 1) Visit to Balwadi to record anthropometric measurements and write a report (Sample Size: 25)
- 2) Conduct nutrition education programme in school (any one Class) .
- 3) Conduct a survey to check the school lunches/ mid-day meals.
- 4) Conduct a survey of adult man/women and maintain record of BMI (Sample size:50).
- 5) To run a canteen.
- 6) Certificate course in food preservation.

#### References

1. **Nutritive Value of Indian Foods:** Gopalan C, Rama Sastri & Balasubramanian S.C. National Institution, 1993.
2. **Understanding Nutrition:** Whitney E.N. & Rolfes S.R. 8<sup>th</sup> Edition West/Wordsworth. 1999
3. **Dietetics:** B Srilakshmi, New Age International (P) Ltd., Publishers 3<sup>rd</sup>
4. **Nutrition and Dietetics :** Shubhangini A. Joshi, Tata McGraw Hill Publishing Co. Ltd., New Delhi, 1992
5. **Nutritional Research:** Current Scenario and Future Trends Editor: K. Krishnaswamy, Oxford and IBH Publication Co. Pvt. Ltd., 2000
6. **Nutritional Problems of India:** Shukla P.K., Prentice Hall of India Pvt. Ltd., Delhi 1982
7. **The Science of Food:** An Introduction to Food Science, Nutrition and Microbiology: Gaman P.M. & Sherrington K.B. 2<sup>nd</sup> Edition. Pergamon Press, 1989.
8. **Indian Food Composition Tables:** Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.



## B.SC HOME SCIENCE SEMESTER - IV

### PAPER -II

#### Development in Adulthood

(4T-2)

Total Marks	150
Theory + IA	80 + 20
Practical + IA	40+10

#### Objectives :

- To understand the dimensions of development in adulthood.
- To reflect on the concerns of the family and society with respect to the individual in adulthood.
- To develop awareness of diversity in adult life styles in different socio-cultural contexts.

#### Theory :

##### Unit I : Introduction to Adulthood

1. Concept and sub divisions of adulthood
2. Adult roles and expectations in different cultures
3. Diversity in adult life style.

##### Early Adulthood

1. Developmental tasks of early adulthood
2. Physical changes
3. Cognitive development
4. Psycho-social development – self, identity, marriage and family, parenthood, work and gender relations.

##### UNIT II : Middle Adulthood

1. Physical development. Changing physiology and health. Adapting to physical changes, midlife changes/crisis, menopause in women, health concerns
2. Cognitive development – attention, memory, cognitive skills in middle age, experience and expertise, adult intelligence
3. Psycho-social changes-Issues of middle age- generativity vs. stagnation, concerns in middle age, career development and planning for retirement, civic roles and responsibilities .

##### Unit III : Late Adulthood

1. Physical Development in late adulthood and physiological aspects of aging: health concerns; Disability during old age
2. Cognitive changes in late adulthood, understanding dementia and other concerns of the elderly
3. Psycho-social development, adjustment to aging, changing economic situation, occupational continuity and change, Leisure and recreation.



4. Perspectives on death.

#### Unit IV: Elderly in India

1. Magnitude of elderly in India
2. Problems of elderly.
3. Retirement ,types and its impact, Retirement homes
4. Provisions, Policies and Programmes for the elderly.

**Internal Assessment (Refer Direction) 20 marks**

#### Preparation of Workbook

- Hazards of Adulthood

Total Marks	40 + 10
Psychological Testing	15
2 Questions	20
Record	05
Internal Assessment	10

#### Practicals:

**Psychological testing: Introduction to psychological testing, characteristics, reliability, validity, norms and standardization. Types of tests, and uses of tests**

- Psychological tests : personal stress inventory, vocational interest inventory, emotional maturity scale and adjustment inventory.
- Visits to settings such as homes for senior citizens .

#### Internal Assesment

Preparation of work book (any one)

Problems of menopausal women.

Adjustments and problems of elderly.

#### References :

- Lefrancois, G. R. (1996). The Life Span. Wadsworth Publication Company: USA: California.
- Rice, F. (1992). Human Development: A Life Span Approach. Prentice Hall.
- Rutter, M. and Rutter, M. (1992) Developing Minds. Challenge and continuity across the life span. London: Penguin
- Santrock, J. W. (1997). Life Span Development. NewYork: Brown & Benchmark .



**B.S.C. HOME SCIENCE SEMESTER – IV  
PAPER – III  
SURFACE ORNAMENTATION TECHNIQUES  
(4 T-3)**

Total Marks	150
Theory + IA	80 + 20 = 100
Practical + IA	40 + 10 = 50

**OBJECTIVES-**

- To provide comprehensive knowledge about the concepts of dyeing and printing of textiles.
- To foster understanding of traditional Indian embroideries-motifs used, colour combinations used etc.

**Unit I :**

1. Dyes : Classification- Natural and synthetic ,different types of dyes – direct, acid, basic, reactive, sulphur, vat, azo and natural dyes (vegetable, animal, mineral and mordents used) .
2. Dyeing- Introduction, classification, Methods of dyeing: stock, yarn, piece and union and cross dyeing ,garment dyeing ,Common dyeing defects

**Unit II :**

1. Difference between Dyeing and Printing
1. Styles of printing – Direct, Resist, Discharge
3. Methods of printing – Block, stencil, Roller, Screen, Digital, Flock
4. Common printing defects and their remedy

**Unit III :**

1. Preparation of cloth for printing, types of ingredients used in printing, types of different thickeners , After treatment of printed goods,.
2. Paitnings: Kalamkari, Madhubani, Warli.
3. Prints : Sanganeri print fabrics, bagru print fabrics

**Unit IV : Traditional textiles of India**

3. Traditional Indian Textiles -Sarees :Bandhani, Patola, Chanderi, Paithani, Dacca, Brocades, Kashmiri Shawls.
4. Costumes of different states of India – Maharashtra, Punjab, Gujrat, Rajasthan,

**INTERNAL ASSESSMENT (Refer Direction)**



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Total Marks	20
-------------	----

## PRACTICAL

1. Dyeing with direct dyes- cotton
2. Tie and dye technique
3. Make sample and article of screen, block, stencil and batik

Total Marks	40+10
Design	15
Printing	10
Embroidery	05
Record	10
IA	10

## INTERNAL ASSESSMENT

1. Preparation of sample book based on syllabus.

## BOOKS RECOMMENDED

- 1 Potter MD and Corbman BP. Textiles: Fibres to Fabric – Published by McGraw Hill Inc. U.S.A
- 2 Usha Shrikant - Ethnic Embroidery of India, SamaiaEnterprises , Mumbai.
- 3 William Watson - Textile Design and colour, Longman Green and Co. London.
- 4 Vastrashilpvigyan by Vimla Sharma. Loyal Book Depot Meerut.
- 5 Vastrashastra: Prof. VimalAdhau Maharashtra VidhyapeethGranthNimitMandalasathi, Vidhya Books Aurangabad.
- 6 VastravigyanavamParidhan - Dr. Vrunda Singh PanchsheelPrakashan Jaipur.
- 7 VastravigyanavamParidhan - Dr. PrarnilaVermaBihaar Hindi Granth Academy Bhopal.
- 8 VasiraShilpVigyan :Vimla Sharma ,.
- 9 VastravigyanKeMulSiddhant- Dr. G.P. Sheeri - Vinod PustakMandir Agra



**B.Sc. HOME SCIENCE SEMESTER IV**

**PAPER – IV**

**Housing and Home Furnishing**

**(4 T-4)**

Total Marks	150
Theory	80
Internal Assessment	20
Practical	40
Internal Assessment of practical	10

**Objective**

1. To gain knowledge about the role of internal amenities in contributing for satisfying family living
2. To learn technique that will help one to construct some furnishing items, relative to their function and beauty.

**COURSE CONTENT THEORY**

**UNIT I -Waste management**

- A) Meaning & Importance, ii. Need, iii. Types of waste, iv. Preparation of manure from household waste, v. Preparation of vermi-compost

**Internal Amenities**

- A. House Drainage – Bath water, Laundry water, House cleaning water.  
B. Methods of house drainage – Dilution, Purification, Soakage pits.  
C. Waste Disposal –  
i. Types of Refuse – Dry, Solid, Liquid  
D. Methods of waste disposal – Tipping or dumping, Taking in to the sea, Compost formation, Burning, Conservancy system  
E. Use of drainage water for kitchen garden

**UNIT II –Lighting**

- A. Natural Lighting  
B. Artificial Lighting – Candles, Oil Lamp, Kerosene Lamp, Gas Lighting, Electric Lighting.  
C. Principles of Lighting – Intensity, Steady, Glare, Colour, Safety, Economy.  
D. Types of Lighting – Direct, Semi-direct, Indirect, Semi-indirect

**Unit III- House planning**

- A. Different symbols used in house plans  
B. House plans for different income levels-  
i. Higher, ii. Middle, iii. Lower





C. Vastushastra-

- i. Importance, ii. Placements of rooms, iii. Location of well, Placements of Doors

**Unit IV –Home Furnishing and Floor Coverings**

**A. HomeFurnishing –**

- i. Necessity of curtains , ii. Types of curtains, iii. selection of curtains, iv. Making and Hanging of curtains, v. Care and maintenance of curtain

**B. Carpet and Rugs –**

- a) Factor affecting the selection of carpets and rugs-  
i. Character, ii. Styles, iii. Pattern, iv. Texture , v. Durability, vi. Cost, vii. Colour, viii. Size;  
b) Types of carpets and rugs.  
c) Care of carpets and rugs.

**C. Wall Treatment –**

- i. Wallpapers, Paints, ii. Tiles.

**D. Accessories in Interior –**

- i. Hanging of pictures, ii. Relation of pictures to room, iii. Other Accessories

**INTERNAL ASSESSMENT (Refer Direction)**

<b>Total Marks</b>	<b>20</b>
--------------------	-----------

**PRACTICALS**

- 01: Drawing of Architectural symbols for house Plan.  
02: Drawing of floor Plan for low income group.  
03: Drawing of Floor Plan for middle income group.  
04: Drawing of Floor Plan for high income group.  
05: Draw one wall kitchen.  
06: Draw two wall kitchen.  
07: Draw 'U' shaped kitchen.  
08: Draw 'L' shaped kitchen.  
09: Working drawing of landscape design.  
10: Preparation of manure from green waste  
11: Preparation of vermi-compost

<b>Total Marks</b>	<b>40+10</b>
Floor Plans	10
Draw kitchens	10
Landscape Drawing	10
Record	10
IA	10

**INTERNAL ASSESSMENT**

Any two of the following

- (a)Accessories in Home Decoration (any two)  
Ceramic work / Clay Modeling /Pottery painting  
(b)Visit to ideal house/ideal kitchen



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

(c) Preparation of sample book on furnishing materials and types of curtains.

**Books Recommended:**

- Agan T. C. – 'The House' Oxford and I. B. H. publishing Co.  
Ann Reilly; Susan A. Roth – 'The Home Landscape', Home planners Inco, Tucson, Arizona.  
Deshpande R. S. – 'Modern Indian Homes in India', United Book Corporation, Poona, 2<sup>nd</sup> Edition.  
Deshpande R. S. – 'Build your own Home', United Book Corporation, Poona, 4<sup>th</sup> Edition.  
Deshpande R. S. – 'Low Cost Housing', United Book Corporation, Poona, 4<sup>th</sup> Edition.  
Goldstein H. / Goldstein V. – 'Art in Every day Life' MacMillan Co., New York, 4<sup>th</sup> Edition.  
Pak – Tin & Helan Yeap – 'Feng Shui – Health Harmony' B.Jain Publishers Pvt Ltd., New Delhi, 1998.  
Rutt A. – 'Home Furnishing', Wiley Eastern Pvt.Ltd., New Delhi, 2<sup>nd</sup> Edition.  
Shrivastav – 'Remedial Vastu Shastra', Manoj Publication, Delhi, 2001

**B.Sc HOME SCIENCE SEMESTER - IV**  
**PAPER - V**  
**Media In Extension**

(4 T -5)

Total Marks	150
Theory + IA	80 + 20= 100
Practical + IA	40+10=50

**Objectives :**

1. To develop understanding regarding communication techniques.
2. To develop concept and learn process of communication.
3. To understand the concept of mass communication.
4. To comprehend the concept of advertisement in extension.
5. To develop the understanding of journalism.

**Theory:**

**UNIT - I**

1. Communication Techniques :  
Meaning, Definition of Communication, Functions of Communication, Importance of effective communication, Key elements involved in effective Communication process, Critical factors affecting Communication process.
2. Mass Communication and media:  
Meaning and importance of mass Communication, Barriers in mass communication, Characteristics of mass Media.



## UNIT – II

### 1. Media in Extension :

Meaning of media, Cone of experience, Classification of media- Electronic media, print media, Folk media.

### 2. Electronic media :

Radio as mass medium, Impact of Radio, Advantages and limitations of radio. Television as mass medium for education and development, Impact of television, advantages and limitations of Television .

## UNIT - III

### i. Print media :

Types of print media, Impact of print media, Advantages and limitations of print media. Techniques of effective writing. Written communication- Newspaper, script writing.

### ii. Folk media:

Folk forms as mass media, Indian folk forms- folk songs, folk dramas, puppets. Impact of folk media.

## UNIT IV

### 1. Advertisement as Mass Media.

Meaning and scope of Advertisement, Planning of Advertisement layout, Format of advertisement, Role of Advertisement and its impact on consumers.

### 2. Journalism in Extension.

Meaning of news, Principals of news, Methods of collecting news, Qualities and duties of Editors and Reporters.

## INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

### Practical :

1. Preparation of radio script.
2. Preparation and presentation of flash cards for communication.
3. Preparation of handmade puppets.
4. Preparation of computerized or handmade advertisement on any issue
5. Report of a pilot survey on women's problems.

Total Marks	40 +10
Spotting	10
Teaching Aid	10
Presentation	10
Record	10
IA	10

## INTERNAL ASSESSMENT

Report on survey of media availability in 5 households of rural/slum areas.

### Books Recommended :



1. Supe. S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata, 1999.
2. Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.
3. Reddy Adivi. A. Extension Education, Shree Laxmi Press, Bapatla, Guntur, A.P.
4. Singh J. K., Mass Media and Information Technology, Mangaldeep Publication, Jaipur.
5. Kumar K. J. L., Mass Communication in India, Jaico Publishing House, Mumbai.
6. Mehta D. S., Mass Communication and Journalism in India, Allied Publishers Pvt. Ltd., Chennai.

## B.Sc. (HOME SCIENCE) SEMESTER-IV

### PAPER VI Applied Physiology -II (4T-6)

Total Marks	75
Theory + IA	40 + 10 = 50
Practical +IA	20 + 05 = 25

#### Objectives :

1. To understand the structure and function of various organs of human body.
2. To promote the basic knowledge of first aid.

#### UNIT-I

##### Heart-

- i. Structure of Heart.
- ii. Functions of valves.
- iii. Coronary blood supply.
- iv. Structure and function of artery, vein and capillaries.

#### UNIT-II

##### Respiratory System-

- i. Structure and functions of respiratory system.
- ii. Mechanism of Respiration.
- iii. Transport of oxygen in brief.

#### UNIT-III

##### 1. Digestive System-

- i. Brief study of alimentary canal.
  - ii. Accessory glands of digestion.
  - iii. Process of digestion and absorption.
- ##### 2. Excretory System-
- i. Structure and functions of excretory organs.
  - ii. Formation of Urine.



## UNIT-IV

1. Reproductive System-
  - i. Male and Female reproductive organs, their structure and functions.
  - ii. Physiology of Menstrual cycle.
2. Endocrine Glands- Structure and function of pituitary gland, thyroid gland and adrenal gland in brief.

## INTERNAL ASSESSMENT (Refer Direction)

Total Marks	10
-------------	----

## PRACTICALS-

1. Study of Microscopic slides of common organs-  
T.S. of Liver, Pancreas, Intestine, Lungs, Testis,  
Ovary, Kidney, V.S. of Skin, T.S. of Artery and Vein.
2. Determine Blood Group and 'Rh' type by slide method.
3. Preparation of blood slide and staining by Leishman's stain.
4. Measurement of pulse rate and temperature by using clinical thermometer.
5. Study of different systems by charts or models.
6. Determination of bleeding time and clotting time.

Total Marks	20 + 5
Experiment -1	04
Experiment -2	03
Spotting	06
Bandage Demo	02
Record	03
Viva Voce	02
IA	05

## INTERNAL ASSESSMENT

Preparation of Drawing Charts on any four systems.

## REFERENCES-

- Community Health and Nursing- BasavanPhappa B.T.
- Practical Pathology- Chaturvedi O.U.
- Human Anatomy- Chaurasia
- Medical Physiology- Guyton
- Hygiene and Public Health- Ghosh P.
- A.B.C. of Nursing in the Home- Gravelious E.M.
- Manual of First Aid- Gupta
- Nursing- George
- Anatomy and Physiology for Nurses- Jain A.K.



- Practical Guide to First Aid- Keech P.
- Anatomy and Physiology for Nurses- Pearce
- Essentials of Community Health Nursing- J.E. Park
- Practical First Aid- Park
- Home Nursing- Prabhu V.
- Anatomy for Nurses- Prasad
- Anatomy and Physiology in Health and Nurses- Ross & Wilson

## B.Sc. HOME SCIENCE SEMESTER IV

### PAPER VII

#### APPLIED CHEMISTRY-II

(4T-7)

Total Marks	75
Theory + IA	40 +10 =50
Practical +IA	20+05=25

#### COURSE CONTENT:

#### THEORY

##### Unit-I

- Polymers:** Definition, addition and condensation polymerization, preparation and uses of polyethylene, PVC, Nylon-6, Nylon-66 and polyester.
- Rubber:** Definition, chemical nature and vulcanization, synthetic rubber (Buna-S) and uses.

##### Unit-II

- Dyes :** Definition, Witt's theory of colour and constitution, classification of dyes based on their functional group- i) Nitro ii) Nitroso and iii) Azo.
- Aromatic Chemistry:** 1) Benzene (Kekule structure of benzene, preparation from petroleum, Chemical properties: Nitration, Sulphonation, Friedel-Craft Alkylation, catalytic halogenations, formation of BHC and uses)  
2) Nitrobenzene: (Laboratory method of preparation, Chemical properties: Reduction, Nitration, Sulphonation, and uses)  
3) Aniline: ( Laboratory method of preparation, chemical properties: Salt formation, diazotization, carbyl amine reaction, Nitration, Sulphonation, halogenation and uses)  
4) Phenol: ( Preparation from Cumene, chemical properties: Salt formation, Fries migration, Catalytic hydrogenation, Condensation, Condensation with formaldehyde, nitration, halogenations, and uses)

##### Unit-III

- Cosmetics:** Definition, functions and ingredients of shampoo, face powder, cold cream, lipstick, hazards of cosmetics.
- Drugs:** Preparation and uses of following drugs: i) Aspirin ii) Paracetamol and iii) oil of winter green.

##### Unit-IV



- Essential oils:** Definition, occurrence and methods of extraction of essential oils. Eucalyptus oil, Rose oil, Lavender essential oil
- Perfumes:** Definition, characteristics of perfume, composition of perfumes, formulation of any two perfumes.

<b>Total Marks</b>	<b>10</b>
--------------------	-----------

**INTERNAL ASSESSMENT (Refer Direction)**

<b>Total Marks</b>	<b>20+05</b>
Practical A	05
Practical B	5
Viva	5
Record	5
Practical IA	05

**PRACTICAL**

**Practical A**

- Preparation of Soap
- Preparation of liquid detergent
- Preparation of solid detergents
- Preparation of phenyl

**Practical B**

Identification and colour reactions of Carbohydrates: Glucose, fructose, sucrose and starch

**INTERNAL ASSESSMENT**

Any one of the following :

- Educational visits to various factories and chemical laboratories in India.
- Assignment book/ workbook for topics from syllabus (all four units)

**BOOK RECOMMENDED:**

- Text Book of Organic Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
- Text Book of Physical Chemistry: B.S. Bahl and G.D. Tuli, S. Chand Publication, New Delhi.
- A Text Book of Engineering Chemistry, S.S. Dara and Suresh Umare, S. Chand Publication, New Delhi.
- A Text Book of Basic and Applied Chemistry, P.C. Jain and Monica Jain.
- Polymer Science by V.R. Gowarikar, Wiley Ester Ltd 1987.
- Text Book of Organic Chemistry by J. L. Finar, Longman Publication,
- Synthetic Dyes by G R Chatwal, Himalaya Publishing House, New Delhi.
- Synthetic Drug by G R Chatwal and Anand, Himalaya Publishing House, New Delhi.
- Organic Chemistry of Natural Products Vol. I and II, by G. R. Chatwal, Himalaya Publishing House, New Delhi.
- Perfumes, Cosmetics, Soaps Vol. I, II and III by W. A. Poucher, Ninth Edition, Chapman and Hall Publication (1975)
- New Cosmetic Science by Takeo Mitsui, Elsevier, 1997.



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B.Sc. HOME SCIENCE SEMESTER IV

PAPER –VIII

Applied Physics & Computer Application -II

(4 T-8)

Total Marks	75
Theory + IA	40 +10 =50
Practical + IA	20+05=25

**Objectives:** To learn about electricity, effects of electric current, electrical appliances and MS power point and internet.

**Theory**

**Unit- I**

**Electromagnetic Induction and its Application:** Concept and statement of Faraday's laws of electromagnetic induction, Transformer (working principle and construction), transformation ratio (turns ratio, Voltage ratio and Current ratio), efficiency of transformer, types of transformer and applications of transformer. Electricity from generator to home, Definition of kilowatt hour unit for consumption of electricity.

**Unit -II**

**Home Appliances:** Motor based appliances: Principle, construction, working, defects and remedies of: mixer- grinder, fan, cooler, hair dryer, vacuum cleaner, washing machine, and refrigerator.

Microwave oven: concept of microwave heating, principle and working of Induction Cooker.

**Unit- III**

**Chemical effect of electric current:** Chemical effect of electric current, electrolyte, electrolysis, electrolysis of copper sulphate and water, Faraday's law of electrolysis, relation between chemical equivalent and electrochemical equivalent, uses of electrolysis, primary cells, (Daniel cell, Leclanche cell), secondary cells (Lead acid accumulator).

**Unit- IV**

**Computer Applications:**

**MS Power point:-** applications of MS Power point, creating presentation, adding slides in presentation, deleting slide, creating masters, formatting text, color to fonts, inserting auto-shapes, inserting pictures, inserting sound, inserting videos, slide show.





**Internet:-** Internet, Internet connection (Broadband, Dial-up and wireless connection), Web browsers (Internet explorer, Mozilafirefox, Google chrome and Opera), World Wide Web, Search engine, E-mail.

**INTERNAL ASSESSMENT (Refer Direction)**

<b>Total Marks</b>	<b>10</b>
--------------------	-----------

**Practical**

<b>Total Marks</b>	<b>20+5</b>
Experiment	10
Viva	05
Record	05
IA	05

1. Study of transformer and determination of turn's ratio
2. To measure power of an appliance and calculate time for 1 kWh unit of electric energy consumption.
3. To determine electrochemical equivalent (ECE) of copper using copper voltameter.
4. To find  $E_1/E_2$  of two cells by potentiometer.
5. Measurement of voltages of given dry batteries of different voltages.
6. Creating e-mail id and use of internet to send/ receive e-mails.
7. Creating and enhancing Power Point Presentation
8. Create slides using different slide layouts
9. Working with shapes, lines, text and objects: creating rectangles, squares, circles, ellipse, polygon etc.

**INTERNAL ASSESSMENT**

<b>Total Marks</b>	<b>05</b>
--------------------	-----------

1. Assignment book/ workbook for topics from syllabus (all four units)

**Reference Books:**

1. Principles of physics (vol. I & II) – Halliday & Resnik
2. Principles of physics – Subramanyam, Brijwal
3. How things work (vol. I & II), INDUS (Harper Collins India)
4. Study of electrical appliances and devices, K. B. Bhatia, Khanna Publishers, New Delhi.
5. Electrician Theory, A. K. Mittal, Arihant Publication, Meerath.
6. Basic Electrical Engineering, M. L. Anwani, Dhānpat Rai & Co. (P) Ltd.
7. Elements of Computer Science, S. K. Sarkar, A. K. Gupta, S. Chand & Co., New Delhi
8. Fundamental of computers E. Balguruswamy, Mc Graw Hill Education Pvt. Ltd. New Delhi
9. Computer fundamental (concepts, system & application) Pradeep K. Sinha, Priti Sinha, Sixth edition 2011, B.P.B. Publication
10. Comdex computer course, Vikas Gupta, PM Publication, New Delhi.



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

B.Sc. HOME SCIENCE

SEMESTER -V

73



**B.Sc. HOME SCIENCE SEMESTER V  
PAPER-I  
DIET THERAPY -I  
(5 T-1)**

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

**OBJECTIVES:**

1. To provide knowledge about the causes and symptoms of various diseases.
2. To understand the role of diet in the management of these conditions.
3. To plan, calculate and prepare diets for various diseases.

**COURSE CONTENT: THEORY**

**UNIT-I**

**Diet Therapy**

**1. Introduction to diet therapy:**

**1) Applications of principles of diet therapy:**

- a) Diet counselling
- b) Role of dietician in health care
- c) Dietetic care in hospital patients: its importance

**2) Therapeutic adaptations of the normal diet:**

- a) Soft diet
- b) Clear Liquid diet
- c) Liquid diet
- d) Bland diet
- e) Low fibre diet
- f) High fibre diet

**3) Modes of feeding:**

- a) Enteral
- b) Parenteral

**UNIT-II**

**Weight Management: Overweight and Obesity**

Causes, symptoms and principles of dietary management of overweight and obesity

**1) Obesity**

- a) Types and causes of obesity
- b) Assessment for obesity
- c) Dietary management of obesity
- d) Complications of obesity
- e) Role of exercise

**2) Underweight**

- a) Definition
- b) Causes of underweight
- c) Dietary management of underweight



## UNIT-III

### 1) Gastrointestinal disorders:

Causes, symptoms and principles of dietary management of gastro- intestinal disorders

- a) Peptic ulcer
- b) Diarrhoea
- c) Constipation
- d) Ulcerative colitis

## UNIT-IV

### 1) Liver disorders and Gall bladder disorders:

Causes, symptoms and principles of dietary management of liver disorders

- a) Functions of the liver
- b) Viral Hepatitis
- c) Cirrhosis of liver
- d) Hepatic coma
- 2) Functions gall bladder
- a) Cholecystitis
- b) Cholelithiasis

## INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

## PRACTICALS

Preparation and Evaluation of Therapeutic adaptations of the Normal Diet

Liquid Diets (Full Clear)

Soft Diet

Planning, Calculation and Preparation for the following disorders:

### 1) Weight Management:

- a) Obesity
- b) Underweight

### 2) Gastrointestinal Disorders:

- a) Peptic Ulcer
- b) Diarrhoea
- c) Constipation

### 3) Liver Disorders:

Jaundice: Mild to Moderate



## REFERENCES

1. **Nutritive Value of Indian Foods:**Gopalan C, Rama Sastri&Balasubramanian, S.C.National Institute of Nutrition, 1993.
2. **Krause's Food Nutrition and Diet therapy:**L. Kathleen Mahan,Sylvia Escottstump.19<sup>th</sup> edition, W.B. Saunders Co.1996.
6. **Normal & Therapeutic Nutrition:**Corinne H. Robinson & M.R Lawer,15<sup>th</sup>Edition1997.
4. **Clinical Dietetics:**F.P. Antia, 2<sup>nd</sup>Edition. Oxford University Press 1973.
5. **Text book of Human Nutrition:** Editors:Bamji M.S. Rao N.P Reddy V. Oxford &IBH pub. Co. pvt.Ltd.1996.
6. **Dietetics:**Srilakshmi B, 3<sup>rd</sup>Edition, New Age International (p) Ltd., 2000.
7. **Manual of Nutrition and diet Therapy:**Grills &Bosscher, Macmillan Pub.Co. Inc.1981.
8. **Essentials of Nutrition and Diet Therapy:** Williams S.R. Times Mirror/ MosbyCollege Pub.1990.
9. **Nutrition & Dietetics:**Shubhangini A. Joshi. Tata McGraw - Hill Pub. Co. Ltd.,New Delhi 1992.
10. **Indian Food Composition Tables:**Longvah T, AnanthanR,Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.

**B.SC HOME SCIENCE SEMESTER - V**  
**PAPER -II**  
**Family Dynamics and Developmental Assessment**  
**(5T-2)**

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

### Objectives :

- To make students aware of importance of family & marriage
- To introduce to the students concept of developmental assessment.

### Theory :

#### Unit I - Marriage

- Meaning and definition,
- Marriage as an institution : goals, rituals, philosophy and functions
- Readiness for Marriage : Psychological, Social, Physiological and Economical
- Preparation for Marriage
- Selecting a suitable partner
- Premarital association
- Premarital guidance and counselling



## Unit II - Family

- Meaning definition and structure of family.
- Changing trends in family constitution, roles, demand and responsibilities.
- Nuclear and joint families - Structure, role, interaction and hierarchy of dominance in joint and nuclear families.
- Influence of different disciplinary patterns, maternal deprivation, and overprotection in child development.
- Areas of adjustment within the family at different stages of family life cycle.
- Crisis in family life – unemployment, prolonged illness, death, separation, desertion, divorce, violence and distress and birth of handicapped child.

## Unit III - Developmental assessment

- Definition, purpose and importance of assessment
- Sources of information :Interview,case study,check list,rating scales and observation
- Developmental milestones – definition and developmental milestones of children from 0 to 6 years.
- Assessment below 2 years
- Tools & techniques used for assessment- TDSC, DASII, DDST, DOC,
- Neurological evaluation
- Assessment of visual & hearing impairment.

## Unit IV- Early Developmental Stimulation

- Definition, aims, importance,
- Role of parents.
- Newborn stimulation in NICU & at Home.
- Sensory training, early stimulation programmes
- Developmental delay – meaning and risk factor
- Early intervention for the developmental delay.

## INTERNAL ASSESSMENT (Refer Direction)

A small project on assessment of stress of adolescents of working and non- working women.

Total Marks	20
-------------	----

## Practical

- Observation of milestones in a child (0 to 6 years) and the identification of developmental status and presentation in workbook format
- Learning and preparation of different activities for stimulation - tactile auditory, motor, language, visual & cognitive
- Psychological test (marriage attitude scale , parent child relationship scale, CPM and SFBT).



## References :

s

- Corsor, Rose (1975); The family, its structure and functions, New York, Mac Publishing Co.
- Guppy, G R (1976) ; Family and social change in Modern India, New Delhi, Vikas pu.co.
- Rao P & Rao V N ( 1982), Marriage – The family & women in India, New Delhi, Vikas pu.co.
- Shrivastava, Ak (1986); Social class & Family life in India.
- Freeman, Theory & practice of psychological testing, Oxford & IBH pu.co. New Delhi.
- Anna Anastasi, Psychological testing .

## B.Sc. HOME SCIENCE SEMESTER-V

### PAPER-III

#### Advanced Pattern Making

(5T-3)

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

## OBJECTIVES-

1. To develop skill in designing and making paper pattern for different garment.
2. To orient students in detail the principles of draping fabric on the dress form.

### UNIT-I:

- Introduction to methods of pattern- Drafting, flat pattern and Draping with its advantages and disadvantages.
- Darts – Definition, Terminology and Types of darts.
- Methods of dart manipulation-slash and spread, method and pivot method.

### UNIT-II:

- Application of elements of design(shape, line, colour and texture) and principles (Balance, Rhythm, Proportion, Emphasis & Harmony) of design on dress.(Silhouette)
- Fit-Definition of fit, principles of fit (Ease, grain, line set & balance)
- Fitting problems and their remedies on different body parts viz. Bust, waist, Hips, Neck and Shoulder.

### UNIT-III

- Pattern Grading – Definition, terminology, Principles & Methods of pattern grading– Nested, Track and Computerised. Pattern marking.
- Pattern envelope-front of envelope, back of envelope and inside envelope.
- Pattern layout-definition, importance of layout and types of layout.



## UNIT- IV

Creation of following parts of garment using basic block of skirt, sleeves and collar.

- Skirts – pleated, gathered, circular and flared.
- Collars – Peterpan, Mandarin, Shirt Collar and Sailor Collar
- Sleeves – Puff Sleeve, Bell Sleeve and Leg-o-mutton

## INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

### Practical

1. Drafting cutting stitching and designing of following garments by using different types of fabric.
  - a) Casual wear (Skirt and Top)
  - b) Saree blouse plain / katori
2. Draping on dress form
  - a) Basic front and back bodice of skirt.
  - b) Dart manipulation
  - c) Yokes and collars.
  - d) Flared, pleated and hip yoke skirt.

### BOOKS RECOMMENDED

- Bains, S. and Hutton, J., Singer Sewing Book, Hamlyn, London, 1972
- Patternmaking for Fashion Designers, Lori A. Knowles, 2006, Fairchild Publications Inc.
- Principles of Flat Pattern Design, 4<sup>th</sup> Edition, Nora M. MacDonald, Fairchild Publications Inc., 2009.
- Armstrong, Helen., Pattern Making for Fashion Design, Harper Collins Publishers., 1997.
- Verma, Gayatri, Cutting and Stitching Practical, Asian Publishers, Darya
- Gang, New Delhi, 2007. (Hindi Book)
- Armstrong, H.J. (2009), Pattern Making for Fashion Design, Harper Collins Publishers, INC, New York.
- Constantino, M, Fashion Marketing, BT Batsford, London, 199





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B.Sc. HOME SCIENCE SEMESTER V

PAPER – IV

Resource Management - I

(5T-4)

<b>Total Marks</b>	<b>100</b>
Theory	80
Internal Assessment	20
Practical	50

## Objective

1. To recognize the importance of wise use of resources in order to reach personal and family goals.
2. To make students realize the importance of motivating factors in management –values, goals and standards.
3. To give opportunity to develop ability to take rational decisions.

## COURSE CONTENT THEORY

### UNIT I - Management

- A. The Management Process:-
  - i. Definition, Importance and Scope
  - ii. Planning –
    - a. Importance & need for planning
    - b. Types: - 1) Use- Single, Repeat 2) General, Specific
    - c. Levels – 1) Master planning 2) Operational Planning 3) Day to day planning
  - 4) Sequencing & Ordering
- B. Implementation -
  - i. Controlling/ Execution of plan
  - ii. Energizing- checking the progress
  - iii. Adjusting the plan
- C. Evaluative feedback
  - i. Importance
  - ii. Types-
    - a. Formal
    - b. Informal
    - c. Self
  - iii. Methods of evaluation
- D. Relation between planning, controlling & evaluation
- E. Principles of Management-

80



- i. Division of Work, ii. Authority and Responsibility, iii. Discipline, iv. Unity of Command, v. Unity of Direction, vi. Interest, vii. Fair Remuneration, viii. Centralization, ix. Scalar Chain, x. Work Order, xi. Equality, xii. Stability, xiii. Co-operation, xiv. Initiative

## UNIT II Family Resources

### A. Resources -

- i. Definition, ii. Role of resources, iii. Scope of resources
- iv. Classification –
  - a. Human Resources
    - 1) Time
    - 2) Energy
    - 3) Interest
    - 4) Ability or skill
    - 5) Knowledge
    - 6) Attitude
  - b. Non-human –
    - 1) Money
    - 2) Material goods
    - 3) Community Facilities

### B. Factors affecting family resources.

### C. Characteristics of resources.

## UNIT III Decision Making –

- A. Definition and Importance
- B. Role and scope of decision making
- C. Process of decision making
- D. Types – i. Individual, ii. Group, iii. Habitual, iv. Intellectual
- E. Factors affecting decision making

## UNIT IV-Time Management

- A. Definition
- B. Nature & Importance of time
- C. Specific aids or tools of time management – i. Work Production Curves, ii. Rest and sleep periods
- D. Process of managing time – i. Planning, ii. Implementation, iii. Evaluative feedback
- E. Leisure – i. Meaning, ii. Importance, iii. Activities



**INTERNAL ASSESSMENT (Refer Direction)**

Total Marks	20
-------------	----

**Practical**

Diagrammatic Representation of the following:

- a) Management Process
- b) Family Resources
- c) Decision Making

Arrange exhibition/Visit to exhibition / Trade show – Report

2. Giving seminars on related topics

3. Recycling of old clothes

- a) Traveling Bags
- b) Purses
- c) Door mats

A. Assignment on related topics

**Books Recommended:**

1. Good year & Klohar 'Managing for effective living' John Wiley and Sons.
2. Gross-crandall-knoll 'Management for Modern families' Prentice Hall, Inc. New Jersey.
3. Nickell- Rice- Tucker, 'Management in family living' John Wiley & Sons.
4. Swanson Bettye 'Introduction to Home Management McMillan Pub. House. Inc. New York.
5. BorkarSunita 'Introduction to Resource Management', Himalaya Publishing House.
6. Sounderaraj Stella 'A textbook of Household Arts' Orient longman.
7. Rudramurthy B., Extension in Planned Social Change, Allied Publishers Pvt. Ltd., Chennai.



**B.Sc HOME SCIENCE SEMESTER – V**  
**PAPER – V**  
**Programme Planning And Building In Extension**  
**(5T-5)**

Total Marks	100
Theory	80
Internal Assessment	20
Practical	-

**Objectives :**

1. To develop understanding about Programme planning.
2. To understand the need for programme planning.
3. To develop understanding of community organization.
4. To know the significance of adoption process in community development.
5. To comprehend the communication of innovations.

**Theory :**

**Unit - I**

1. Programme planning for extension work :  
Definition, characteristics of programme planning process, importance of extension programmes, Steps in programme planning process.
2. Programme building in extension :  
Principles of programme planning, professional abilities needed by programme planners, role of officials and non-officials in programme planning

**Unit - II**

1. Community organization :  
Definition and concept of community organization, principles of community organization, methods of community organization.
2. Communication of innovations:  
The SMCRE model, Diffusion, Relation between Communication and diffusion, definition of innovation, characteristics of innovations.

**Unit - III**

1. Innovation decision process :  
Innovation Decision Process, Innovativeness, Stages involved in adoption process, Classification of adopters, Characteristics of Adopters, Rate of adoption.
2. Information from communication media:  
Sources of information regarding communication media, adoption stages and information sources, important factors related to adoption of practices.

**Unit IV**

1. Group Mobilization :  
Definition of groups, occasions of group association, groups in rural communities, principles of working with groups.



2. Change agent :

Meaning, traits of change agents, role of change agents working towards ensuring change.

**INTERNAL ASSESSMENT (Refer Direction)**

<b>Total Marks</b>	<b>20</b>
--------------------	-----------

**Practical**

1. Report on assessment of working pattern of change agent.
2. Power point presentation on any home science aspect.
3. Programme planning for one day event.
4. Survey on comparative study of household practices .e.g. difference between old and new innovation in nutrition, health, textiles, child rearing practices.
5. Organizing Exhibition for display of articles related to home science.

**Books Recommended :**

1. Directorate of extension : Extension Education in Community Development.
2. Supe. S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata:1999.
3. Chandra. A., Shah. A. and Joshi. V.: Fundamentals of teaching Home Science, Sterling Publishers, New Delhi, 1989.
4. Waghmare S. K., Teaching Extension, Prashant Publishers, Vallabh Vidyanagar.
5. Singh. K., Rural Sociology, Prakashan Kendra, Lucknow.
6. Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.

**B.Sc. Home Science Semester V**

**PAPER- VI**

**Nutritional Biochemistry- I  
(5T-6)**

<b>Total Marks</b>	<b>100</b>
Theory	80
Internal Assessment	20
Practical	-

**OBJECTIVES**

This course will enable the students to :

1. Develop an understanding of the principals of biochemistry (as applicable to human nutrition)
2. Obtain an insight into the chemistry of major nutrients and physiologically important compounds.
3. Understand the biological processes and systems as applicable to human nutrition.
4. Apply the knowledge acquired to human nutrition and dietetics.

**COURSE CONTENT: Theory**

**UNIT I: Carbohydrates**



1. Definition and Classification: Mono, Di, Oligo, and Polysaccharides with at least two examples of each class.

### Monosaccharides –

- 1) based on number of carbon atoms (Triose, Tetrose, Pentose, Hexose),
- 2) based on functional group (Aldo and Keto derivatives)

### 2. Structure and sources of

- Monosaccharides : glucose, fructose, galactose.
- Disaccharides – maltose, lactose, sucrose.

### 3. Reducing and Non reducing Sugars

### 4. Polysaccharides –Classification: Homopolysaccharides&Heteropolysaccharides

Sources, structure, physical properties and uses of starch, glycogen, cellulose and difference between them.

### 5. Asymmetric Carbon Atom. D and L configuration reference compound glyceraldehydes.

### 6. Formation of Glycoside bonds in glucose and fructose.

### 7. Alpha and Beta structure of glucose and fructose.

### 8. Pyranose structure of glucose and fructose.

## UNIT II: Proteins

### 1. Amino Acids : Basic Structure of Amino Acid and formation of peptide bond

Classification : 1) Polar , Non-polar.

2) Essential and Non-essential amino acid

3) Glucogenic and Ketogenic

2. **Proteins:** 1. Definition and classification of proteins (based on solubility, based on functions)

2. Structure : Basic idea of primary, secondary and tertiary structure of protein.

## Unit III : Lipids

### 1. Fatty Acids :Essential and non essential fatty acids

Types of Fatty Acids : SFA, MUFA, PUFA, Omega -3 and Omega -6 Fatty Acids.

Cis Fatty Acids and Trans Fatty acids.

### 2. Lipids : Definition and Classification

## Unit IV

### 1. Nucleic Acids

Structure of a mononucleotide. Bases found in nucleic acids. Difference between RNA and DNA and their functions. Structures of DNAs & RNAs. Base pairing rule.

### 2 Protein synthesis:- Mechanism of protein synthesis (i) Transcription (ii) Translation.

### 3 Difference between m-RNA, r-RNA, t-RNA and their functions.

### 4 Introduction and Definition of :

a. High Energy compounds :a] ATP b] ADP

b. Inborn errors of metabolism : a]Sickle cell anemia b]Gout

INTERNAL ASSESSMENT (Refer Direction)

PRACTICALS

Total Marks	20
-------------	----



**I. QUALITATIVE ANALYSIS**

1. Colour Reactions of Carbohydrates.
  1. Fructose
  2. Maltose
  3. Sucrose
2. Colour Reactions of Cholesterol

**II. QUANTITATIVE ANALYSIS**

1. Estimation of Glucose by Benedict's Method.

**III. SMALL EXPERIMENT**

1. Isolation of Casein from Milk.

**IV. EXPERIMENTS WITH ENZYMES**

1. Inversion (Hydrolysis) of Sucrose by Yeast Invertase.

**References :**

1. West E. S., Todd W.R., Mason H.S. & Van Bruggen J.T. (1974) : 4<sup>th</sup> Ed. Text book of biochemistry, Amerind Pub Co Pvt Ltd.
2. White A., Handlar P., Smith E.L, Stelten, D.W. (1959) : 2<sup>nd</sup> Ed. Principles of Bio-chemistry, McGraw Hill Book Co.
3. Murray R K Granner, D.K., Mayes, P.A. & Rodwell V.W. (1993) : 23<sup>rd</sup> Ed. Harper's Biochemistry. Lange medical book.
4. Lehninger, A.L, Nelson D.L. & Cox M.M. (1993) : 2<sup>nd</sup> Ed. Principles of Bio-chemistry, CBS Publishers & distributors.
5. Devlin, T.M. (1986) : 2<sup>nd</sup> Ed. Text book of biochemistry with Clinical correlations, John Wiley and sons.
6. Stryer, L. (1995) : Biochemistry, Freeman WH and Co.
7. U. Satyanarayan and U Chakrapani : 2008 Fundamentals of Biochemistry, Books & Allied Pvt. Ltd, Calcutta Trueman R. Patricia 2007 Nutritional Biochemistry MJP Pub, Chenna



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

**B.Sc. (HOME SCIENCE) SEMESTER- V**  
**PAPER VII**  
**(5T-7)**  
**Health Science and Hygiene**

<b>Total Marks</b>	<b>100</b>
Theory	80
Internal Assessment	20
Practical	-

**OBJECTIVES**

1. To understand basic concept of microorganisms
2. To impart knowledge of measures taken for prevention and control of diseases.
3. To promote basic knowledge of role of disinfection in health

**UNIT-I**

Infectious disease Epidemiology-

- i. Definition of Infection, contamination, host, communicable and non-communicable diseases, source of infection, Incubation period, types of communicable and non-communicable diseases.
- ii. Modes of transmission of disease- Direct and Indirect.
- iii. Measures of Disease Prevention and Control.

**UNIT-II**

A. Health Education- Aims, Objectives, Principles, Role of Communication in Health Education.

B. Disinfection-

- i. Definition of disinfection, sterilization, disinfectant, antiseptic, deodorant.
- ii. Types of disinfection.
- iii. Types of disinfectants-a. Natural agents  
b. Physical agents  
c. Chemical agents

**Chemical agents-** Phenyle, Savlon, Bleaching Powder, Potassium Permanganate, Lime, Spirit, Iodine, Dettol.

**Insecticides-** DDT, BHC powder.

**UNIT-III**

1. International Health Organisation- WHO, UNICEF
2. Implication of drug addiction, Narcotics, Alcoholism, smoking, their control and prevention.

**UNIT-IV**

Family planning and demography.

- a. Definition, necessity, advantages, and methods of family planning.
- b. Birth rate, Death rate and Census.
- c. Geriatrics.

**INTERNAL ASSESSMENT (Refer Direction)**

<b>Total Marks</b>	<b>20</b>
--------------------	-----------





## PRACTICALS

1. Study of common insecticides and disinfectants- Phenyle, Dettol, DDT, BHC powder, Potassium Permanganate, Bleaching Powder.
2. Identification of RBC and WBC by using Leishman's stain.
3. Demonstration of RBC & WBC count by using Hemocytometer.

## REFERENCES-

1. Textbook of Paediatrics- Aghor
2. Community Health and Nursing- BasavanPhappa B.T.
3. Textbook Microbiology for Nurses- Baveja C.P.
4. Practical Pathology- Chaturvedi O.U.
5. Textbook of Medicine- P.C. Das
6. Handbook of Paediatrics- Desai
7. Hygiene and Public Health- Ghosh P.
8. Textbook of Preventive and Social Medicine- K. Park
9. Textbook of Preventive and Social Medicine- J.E. Park
10. Essentials of Community Health Nursing- J.E. Park
11. Textbook of Obstetrics and Gynaecology- D.C. Dutta
12. Textbook of Medical Microbiology- Anantnarayan



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

B.Sc. HOME SCIENCE

SEMESTER -VI

89



**B.Sc. HOME SCIENCE SEMESTER VI  
PAPER-I  
Diet Therapy-II  
(6T-1)**

Total Marks	150
Theory +IA	80 +20
Practical+IA	40+10

**OBJECTIVES:**

1. To provide knowledge about the causes and symptoms of various diseases.
2. To understand the role of diet in the management of these conditions.
3. To plan, calculate and prepare diets for various diseases.

**COURSE CONTENT: THEORY**

**UNIT-I**

**1. Conditions Requiring Nutritional Support:**

Causes, symptoms and principles of dietary management of some of the special conditions requiring Nutritional support:

- a) Fevers: Short and long
  - b) Anaemia: Types
  - c) Surgery: Pre and postoperative care
  - d) Burns: Types, degree
  - e) Cancer: Types of Cancer, carcinogens
- 2. Food Allergy:** Common food allergens

**UNIT-II**

**1) Diabetes Mellitus:**

Causes, symptoms and principles of dietary management of diabetes mellitus:

- a) Normal blood glucose level
  - b) Types of diabetes mellitus
  - c) Treatment: Oral Hypoglycemic drugs and Insulin
  - d) Role of diet in the management of IDDM and NIDDM
  - e) Complications of diabetes mellitus
- 2) Food Exchange List:** Use of food exchange list in meal planning of diabetic people

**UNIT- III**

**Hypertension:**

Causes, symptoms and principles of dietary management of hypertension

- a) Normal blood pressure and types of hypertension
- b) Role of sodium/ salt in hypertension
- c) Role of diet in management of hypertension

**Coronary Heart Diseases:**

Causes, symptoms and principles of dietary management of coronary heart diseases:

- a) Risk factors for CHD
- b) Dietary principles of CHD
- c) Atherosclerosis
- d) Lifestyle modification

**UNIT- IV**



### Renal Disorders:

Causes, symptoms and principles of dietary management of some of the special conditions requiring nutritional support:

- a) Glomerulonephritis
- b) Nephrotic syndrome
- c) Acute and chronic Renal failure
- d) Importance of dialysis.
- e) Renal calculi

### INTERNAL ASSESSMENT (Refer Direction)

<b>Total Marks</b>	<b>20</b>
--------------------	-----------

### PRACTICALS

Planning, Calculation and Preparation for the following disorders:

- 1) Fever: Short and long duration
- 2) Anaemia: Iron Deficiency
- 3) Diabetes (NIDDM)
- 4) Hypertension
- 5) Coronary Heart diseases
- 6) Kidney disorders
  - a) Nephritis
  - b) Nephrosis

<b>Total Marks</b>	<b>40+10</b>
Planning	10
Calculation	10
Cooking	10
Viva	05
Record	05
IA	10

### INTERNAL ASSESSMENT

Any one of the following

1. Seminar on any one topic from syllabus
2. Preparation of scrap Book
3. Power point presentation
4. To run a canteen
5. Visit to Health club

<b>Total Marks</b>	<b>10</b>
--------------------	-----------

### REFERENCES

1. **Nutritive Value of Indian Foods:**Gopalan C, Rama Sastri&Balasubramanian, S.C.National Institute of Nutrition, 1993.
2. **Krause's Food Nutrition and Diet therapy:** L Kathleen Mahan, Sylvia Escottstump. **19<sup>th</sup> edition, W.B. Saunders Co.1996.**
6. **Normal & Therapeutic Nutrition:** Corinne H. Robinson & M.R **Lawer,15<sup>th</sup> Edition 1997.**
4. **Clinical Dietetics:** F.P. Antia, 2<sup>nd</sup> Edition. Oxford University Press 1973.
5. **Text book of Human Nutrition:** Editors:Banji M.S. Rao N.P Reddy V. Oxford & IBH pub. Co. pvt.Ltd.1996.
6. **Dietetics:**Srilakshmi B, 3<sup>rd</sup> Edition, New Age International (p) Ltd., 2000.
7. **Manual of Nutrition and diet Therapy:** Grills &Bosscher, **Macmillan Pub.Co. Inc. 1981.**
8. **Essentials of Nutrition and Diet Therapy:** Williams S.R. Times Mirror / **Mosby College Pub.1990.**
9. **Nutrition & Dietetics:**Shubhangini A. Joshi , Tata McGraw - Hill Pub. Co. Ltd., New Delhi 1992.
10. **Indian Food Composition Tables:**Longvah T, AnanthanR,Bhaskarachary K and Venkaiah K. National Institute of Nutrition, 2017.



## B.SC HOME SCIENCE SEMESTER - VI

### PAPER -II

#### Care and well-being in Human Development (6T-2)

<b>Total Marks</b>	<b>150</b>
Theory + IA	80 +20
Practical + IA	40+10

#### Objectives :

- To understand the significance of care and well-being in human development
- To understand the concerns at different stages of life
- To explore the availability of services and institutions that promote care and wellbeing.

#### Theory :

##### Unit I : Care and Human Development

1. Definition, concept and relevance of care
2. Vulnerable periods in life that require care
3. Principles of care giving
4. Holistic concept of well-being
5. Promoting well-being
6. Relationship between care and well-being
7. Subjective well- being.

##### Unit II : Care and Well-being in Childhood

1. Critical issues during infancy(preterm birth, feeding problems, ,congenital disabilities,sleep problems, colicky,constipation,developmental delay etc)
2. Critical issues during early childhood years (sleeping concerns, eating concerns, behavioural concerns, emotional concerns, speech concerns, caries, infections and illness, autism, anemia, Developmental delay etc)
3. Critical issues during middle childhood (school concerns, behavioural concerns, peer concerns, emotional concerns, risk taking behavior, weight/height concerns, tics,etc)
4. Critical issues during adolescence(school concerns, social concerns,vocational concerns ,emotional concerns, substance abuse, dangerous behaviour ,excessive risk taking, body image, eating disorders,obesity, chronic illness etc ).
5. Health care; nutritional and psychological counseling across the childhood stages.

##### Unit III : Care and Well-being in Adulthood

1. Adults as caregivers and their needs
2. Wellness model by Bill Hettler,
3. Experiencing wellness at different stages and work domains of adulthood
4. Care needs of elderly



5. Health and nutritional care across adulthood stages
6. Spiritual and psychological well-being.

#### Unit IV : Policies, Services and Programmes

1. Community resources for well-being
2. Provisions, and services that promote well-being
3. School health programmes
4. Counselling services for individuals and families

#### INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

#### Practicals

1. Observation of an infant in natural settings to understand their care needs
2. Interview of a young mother of a preschool child as a caregiver.
3. Visits to :  
A counseling centre/clinic,
4. Psychological tests (self- concept inventory, behaviour orientation scale and 16 PF).

Total Marks	40 +10
Psychological Testing	15
2 Questions	15
Record Book	05
Viva	05
Internal Assessment	10

#### INTERNAL ASSESSMENT

1. Preparation of workbook on any one :
  - Spiritual and psychological well being
  - Disciplinary patterns of child rearing

#### 2.Oral presentation on any given topic :

#### References :-

- Chelsea, C., Fielder, D., Komilzoda, S. &Pathmanathan, I. ( 2009). Child health policy and programming for marginalized communities. New Delhi: UNICEF
- Davar, B.V. (Ed.) ( 2001). Mental health from a gender perspective. New Delhi: Sage.
- Ghosh, S. (1981). The Feeding & Care of Infant & Young Children. New Delhi: Voluntary Health Association of India.
- Swaminathan, M. (1985). Who cares? : A study of child care facilities for low income working women in India. New Delhi: Centre for Women's Development Studies.



**B.Sc. HOME SCIENCE SEMESTER-VI**

**PAPER-III  
Fashion Designing  
(6T-3)**

Total Marks	150
Theory + IA	80 + 20
Practical +IA	40+10

**Objectives**

- To understand the concept related to elements and principles of design.
- To understand terminology related to fashion.
- To acquaint the students with the basic factors influencing fashion.
- To foster an understanding of international designers and their work. To learn basic fashion designing process and apparel manufacture,
- To gain Knowledge of fashion marketing and merchandising.

**UNIT-I**

- Origin of clothing, theories of clothing-Modesty, Protection, Adornment, Identification, Religious.
- Definition of fashion, History of fashion, Terminology of fashion, Origin of fashion designing.
- Principles of fashion movement, classification of fashion, Theories of fashion adoption- Trickle up, Trickle down and Trickle across.

**UNIT-II**

- Fashion cycle and its stages, flow chart of fashion design process.
- Role of fashion professionals –( i) Fashion designers, (ii) Fashion Technologist, (iii) Fashion Merchandiser
- Factors influencing fashion-Economic factor, Psychological factors, Social factors, cultural factors, geographical factors and technological factors.

**UNIT-III**

- Fashion leaders, Fashion Followers, Fashion Victims, Fashion Innovators, Fashion motivators.
- Fashion Forecasting
- Study of different departments of garment industry and their working.

**UNIT-IV**

- Fashion Marketing- Introduction, definition & importance of fashion marketing.
- Fashion Merchandising- Introduction, definition & importance of fashion merchandising.
- Market Trends, Sources of Fashion Inspiration, Fashion Advertising and its medias.



Total Marks	20
-------------	----

**INTERNAL ASSESSMENT (Refer Direction)**

**PRACTICAL**

1. Drafting cutting stitching and designing of following garments by using different types of fabric.
2. Evening wear (Salwar / Chudidar/ Plazzo& kurta)
3. Cocktail wear
4. Use of computer in fashion designing.

<b>Total Marks</b>	<b>40+10</b>
<b>Drafting</b>	10
<b>Stitching</b>	20
<b>Record Book</b>	10
<b>IA</b>	10

**INTERNAL ASSESSMENT**

- i) Designing and making one fashion accessories (Purse/Belts/Fashion Jewellery / Scarves/Stole etc.)
- ii) Visits to fashion institute, export house and study tour.

**BOOKS RECOMMENDED:**

- Kaur Navneet, comdex Fashion Design vol 1 Fashion concept SDR Printer Delhi**
- Armstrong, H.J. (2009), Pattern Making for Fashion Design, Harper Collins Publishers, INC, New York.
  - Fringes, G.S. (1999), Fashion from Concept to Consumer, 6<sup>th</sup> edition, NJ, Prentice Hall.
  - Jarnow, J. Dickerson Kitty G (1987), Inside the Fashion Business, New Jersey, Merrill, Prentice Hall.
  - Mc. Kefvey, K., Muslow, J., Fashion Forecasting (2008) Wiley Blackwell
  - Tate, S.L. and Edwards, M.S.(1982) The Complete Book of Fashion Design, New York, Harper & Row Publication.
  - Stephens Frings Gini, 2007, Fashion: From Concept to Consumer (9th Edition), Prentice Hall
  - Genova Aneta 2011, Accessory Design, Fairchild Pubns; 1 edition
  - Schaffer Jane, Saunders Sue 2012, Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories, Barron's Educational Series
  - Lau John 2012, Basics Fashion Design 09: Designing Accessories: Exploring the design and construction of bags, shoes, hats and jewellery, A Publishing; 1 edition
  - The Dynamics of Fashion, Elaine Stone, Fairchild Publication, 2008
  - Frings Gini, Fashion From Concept to Consumer, (5<sup>th</sup> Edition), Prentice Hall





Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B.Sc. HOME SCIENCE SEMESTER VI

PAPER – IV

Resource Management -II

(6T-4)

<b>Total Marks</b>	<b>150</b>
Theory	80
Internal Assessment	20
Practical	40
Internal Assessment of practical	10

## Objective

1. To give opportunity to develop ability to manage various resources.
2. To develop ability to apply management principles in experimental house and in day today life experience and various small events.
3. To develop ability to apply work simplification techniques.
4. To make them aware of intelligent choice of consumer goods.

## UNIT – I : Energy Management

- A. Energy Management Meaning, Importance
- B. The efforts used in Home making activities
- C. Energy requirements for household tasks
- D. Forms and effects of fatigue
- E. Process of managing energy -
  - i. Planning
  - ii. Implementing
  - iii. Evaluating feedback

## UNIT – II

### A. Work Simplification

1. Definition and Importance
2. Techniques – i. Process chart, ii. Operation chart, iii. Pathway char

### B. Ergonomics –

- i. Meaning and importance, ii. Definition, iii. Role and scope of ergonomics in home,
- iv. Anthropometric dimension

## UNIT – III - Finance / Money Management

- A. Concept of Income
- B. Planning – i. Definition, ii. Importance of family finance plan/Budget – steps in making budget

96



- C. Implementing
- D. Evaluative feedback
- E. Account keeping
  - i. Definition & Importance
  - ii. Types of account keeping
- F. Consumer
  - i. Definition and roles
  - ii. Intelligent choice of consumer goods
  - iii. Consumer credit-credit purchase
  - iv. Consumer protection

## UNIT – IV

### A) Event Management

- 1) Meaning and importance
- 2) Definition
- 3) Planning implementation and review of –
  - a. Family function – Birthday, Engagement, Anniversaries, Wedding reception
  - b. Formal meeting – Seminar, Conference
  - c. Exhibition/ trade show
  - d. Product launch meeting – product display
  - e. Theme special

### B) Entrepreneurship

- 1) Meaning and definition
- 2) Concept and importance
- 3) Women entrepreneurship
- 4) Types of women entrepreneurship

INTERNAL ASSESSMENT (Refer Direction)

<b>Total Marks</b>	<b>20</b>
--------------------	-----------

### Practical

1. Time plan for college going students, working and non-working women.
2. Work simplification techniques applied to any activity – Pathway – process – Operation chart.
3. Establishing Budget making & actual spending (for any event)
4. Account keeping – ( any event)

<b>Total Marks</b>	<b>40 +10</b>
Time plan	10
Work simplification techniques	10
Budget making	10
Record Book	10
IA	10



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

## INTERNAL ASSESSMENT

- Arrange any one Event
- Project report on self-employment

### Books Recommended:

- Good year & Klohar 'Managing for effective living' John Wiley and Sons.
- Gross-crandall-knoll 'Management for Modern families' Prentice Hall, Inc. New Jersey.
- Nickell- Rice- Tucker, 'Management in family living' John Wiley & Sons.
- Swanson Bettye 'Introduction to Home Management McMillan Pub. House. Inc. New York.
- BorkarSunita' Introduction to Resource Management', Himalaya Publishing House.
- Neeta Baporikar "Entrepreneurship Development & Project Management" Himalaya Publishing House
- Successful Event Management by Anton Shone, Bryn Parry II Edition Cengage Learning Pvt.Ltd.

**B.Sc HOME SCIENCE SEMESTER VI**  
**PAPER V**  
**Community Development and Management**  
**(6 T-5)**

Total Marks	150
Theory + IA	80 + 20
Practical + IA	40 + 10

### Objectives :

- To understand the importance of leadership in extension work.
- To developed the concept of teaching methods.
- To understand the necessity of co-ordination in extension work.
- To understand the concept of development communication.
- To understand administration, supervision and evaluation for extension work.

### Theory :

#### Unit - I

- Leadership in Extension :  
Definition of leadership, Methods of selecting local leaders for extension work, traits of leaders, role of local leaders in extension work.
- Motivation for extension work



Definition of motivation, importance of motivation for extension work, basic elements to motivate home makers, techniques of motivation,

#### Unit - II

1. Extension Training :  
Meaning & Importance of training, need of training, Types of training for extension workers, principles of training.
2. Coordination for extension work :  
Importance of coordination, necessity of team work, aspects of coordination, practical difficulty of team work and its solutions.

#### Unit III

1. Development communication :  
Meaning and definition of development communication, approaches for development communication, constraints in development communication.
2. Participatory Approach in Development Communication :  
Meaning of PADC, types of participation of people in development process, participatory approaches, PRA and RRA techniques.

#### Unit - IV

1. Extension Administration and Supervision :  
Meaning of administration and supervision, concept, principles of good administration, necessity of administration, traits desirable in extension administrators or supervisors.
2. Extension monitoring evaluation :  
Meaning of monitoring evaluation, Importance of monitoring evaluation, types of evaluation, methods of evaluating extension programmes.

INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

#### Practicals:

Practice of public speaking,

1. Preparation of Television script.
2. Handling and operation of Overhead Projector.
3. Preparation and presentation of computerized transparency.
4. Organizing and conducting seminar on home science aspects.

Total Marks	40+10
Spotting	10
Teaching Aid	10
Presentation	10
Viva	05
Record	05
IA	10

#### INTERNAL ASSESSMENT

Report on Survey of Health & hygiene conditions of 5 households of rural/ slum areas.



Yeshwant Rural Education Society's

# Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

---

## Books Recommended :

1. Directorate of extension : Extension Education in Community Development.
2. Supe, S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata.1999.
3. Chandra.A., Shah. A. and Joshi. V.: Fundamentals of teaching Home Science, Sterling Publishers, New Delhi, 1989.
4. Devdas. R. P., Methods of teaching Home Science, National Council of Education.1978.
5. Singh. K., Rural Sociology, Prakashan Kendra, Lucknow.
6. Dahama, O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.
7. Rudramurthy B., Extension in Planned Social Change, Allied Publishers Pvt: Ltd, Chennai.



**B.Sc. Home Science Semester VI  
PAPER- VI  
Nutritional Biochemistry-II  
(6 T-6)**

Total Marks	150
Theory + IA	80 + 20
Practical + IA	40+10

### OBJECTIVES

This course will enable the students to :

1. Develop an understanding of the principals of biochemistry (as applicable to human nutrition)
2. Obtain an insight into the chemistry of major nutrients and physiologically important compounds,
3. Understand the biological processes and systems as applicable to human nutrition.
4. Apply the knowledge acquired to human nutrition and dietetics.

### COURSE CONTENT: Theory

#### Unit I Metabolism

1. **Metabolism** : Introduction to Anabolism and Catabolism & its relation to nutrition.
2. **Carbohydrate Metabolism** :Absorption, transport and assimilation of Carbohydrates.
3. **Protein Metabolism** : Absorption, transport and assimilation of Proteins.
4. **Lipid Metabolism** : Absorption, transport and assimilation of Lipids.

#### Unit II Carbohydrate Metabolism

1. Introduction, definition and significance of intermediary metabolism :
  1. Glycolysis,
  2. Kreb's cycle ( Detail process of energy and enregetics.)
  3. Glycogenesis,
  4. Gluconeogenesis.
2. **Definition** : Blood sugar regulation : hypoglycemia, hyperglycemia and renal threshold. Glucose Tolerance Test.

#### Unit III. Protein Metabolism

1. Introduction, definition, process and importance of:-
  - i) Transamination
  - ii) Oxidative Deamination,
  - iii) Urea Formation.
2. **Enzymes** : Classification according to IUB system. Effect of temperature and pH on the activity of enzymes

#### Unit IV: Lipid Metabolism :

1. Lipid profile (Cholesterol, Bile acids, Triglycerides) & Health status.
2. Definition of : Lipogenesis and Hyperlipidemia.
3. Formation of Ketone bodies in diabetics.
4. Elementary idea of Beta Oxidation



INTERNAL ASSESSMENT (Refer Direction)

Total Marks	20
-------------	----

## PRACTICALS

### I. QUALITATIVE ANALYSIS

- a. Colour Reactions of Carbohydrates.
  1. Glucose
  2. Lactose
  3. Starch
- b. Colour Reactions of Proteins.
  1. Albumin
  2. Casein
  3. Gelatin

Total Marks	40+10
Qualitative	10
Quantitative	10
Small experiment	10
Record	05
Viva	05
IA	10

### II. QUANTITATIVE ANALYSIS

1. Sorenson's Amino Acids Titration (Formol Titration)

### III. SMALL EXPERIMENT

1. Preparation of Potato Starch :  
Solubility test and Colour Reactions

### IV. EXPERIMENTS WITH ENZYMES

1. Action of Ptyalin (Salivary Amylase) on Starch.

## INTERNAL ASSESSMENT

Any one of the following :

1. Seminar on any one topic
2. Preparation of Drawing Book based on any one topic
3. Power Point Presentation

## References :

1. West E. S., Todd W.R., Mason H.S. & Van Bruggen J.T. (1974) : 4<sup>th</sup> Ed. Text book of biochemistry, Amerind Pub Co Pvt Ltd.
2. White A., Handlar P., Smith E.L, Stelten, D.W. (1959) : 2<sup>nd</sup> Ed. Principles of Bio-chemistry, McGraw Hill Book Co.
3. Murray R K Granner, D.K., Mayes, P.A. & Rodwell V.W. (1993) : 23<sup>rd</sup> Ed. Harper's Biochemistry. Lange medical book.
4. Lehninger, A.L, Nelson D.L. & Cox M.M. (1993) : 2<sup>nd</sup> Ed. Principles of Bio-chemistry, CBS Publishers & distributors.
5. Devlin, T.M. (1986) : 2<sup>nd</sup> Ed. Text book of biochemistry with Clinical correlations, John Wiley and sons.
6. Stryer, L. ( 1995) : Biochemistry, Freeman WH and Co.



Yeshwant Rural Education Society's  
**Yeshwant Mahavidyalaya, Wardha**  
NAAC Reaccredited Grade 'B'

7. U. Satyanarayan and U Chakrapani : 2008 Fundamentals of Biochemistry, Books & Allied Pvt Ltd, Calcutta
8. Trueman R. Patricia 2007 Nutritional Biochemistry MJP Pub, Chennai

**B.Sc. (HOME SCIENCE) SEMESTER- VI**

**PAPER VII**  
**Public Health**  
**(6T-7)**

Total Marks	150
Theory + IA	80 + 20
Practical + IA	40+10

**Objectives :**

1. To understand basic concept of microorganisms
2. To impart knowledge of measures taken for prevention and control of diseases.
3. To promote basic knowledge of role of disinfection in health

**UNIT-I**

- a. General concept of Bacteria and viruses-
  - i. Structure of bacterial cell, classification of bacteria.
  - ii. Structure of virion and types of viruses.
- b. Grain staining.
- c. Non-communicable diseases-
  - Diabetes mellitus
  - Nephrotic syndrome

**UNIT-II**

Diseases caused by bacteria, viruses and protozoa.

1. Water, food and milkborne diseases- Hepatitis, Cholera, Typhoid, Dysentery.
2. Airborne diseases- Tuberculosis, poliomyelitis, measles.

**UNIT-III**

Parasitic infections-

- a. Mode of infection, life cycle, harmful effects, prevention and control of following infections-
  - i. Amoebiasis (Entamoeba Histolytica)
  - ii. Ascariasis (Roundworm)
- b. Mode of infection, life cycle, harmful effects, prevention and control of diseases caused by insects.
  - i. Malaria (Plasmodium vivax and Plasmodium falciparum)
  - ii. Filariasis (Wuchereria Bancrofti)

**UNIT-IV**

Immunity-

- a. Definition





- b. Classification- Natural and Acquired Immunity, Active and Passive Immunity.
- c. Mechanism Of Immunity (in brief)- Humeral and cellular Immunity.
- d. Vaccines, Routine immunization schedule.
- e. Antibiotics- Definition and classification of antibiotics.

**INTERNAL ASSESSMENT (Refer Direction)**

<b>Total Marks</b>	<b>20</b>
--------------------	-----------

**PRACTICALS-**

1. Examination of slides of microorganisms- Staphylococci, Streptococci, Mycobacterium Tuberculosis, E-coli, Malarial Parasite, Filarial Parasite.
2. Urine examination- Physical and Chemical examination like sugar, Albumin, Acetone & bile salts.
3. Estimation of Haemoglobin percentage by Sahli's and Haemometer.
4. Study of life cycle of parasites by charts. (Entamoeba Histolytica, Roundworm, Plasmodium vivax and Plasmodium falciparum, Wuchereria Bancrofti)

<b>Total Marks</b>	<b>40 + 10</b>
Experiment -1	10
Experiment -2	10
Spotting	10
Record	05
Viva	05
IA	10

**INTERNAL ASSESSMENT**

<b>Total Marks</b>	<b>10</b>
--------------------	-----------

Survey on communicable or non-communicable diseases in your locality.

**REFERENCES-**

1. Textbook of Paediatrics- Aghor
2. Community Health and Nursing- Basavan Phappa B.T.
3. Textbook Microbiology for Nurses- Baveja C.P.
4. Practical Pathology- Chaturvedi O.U.
5. Textbook of Medicine- P.C. Das
6. Handbook of Paediatrics- Desai
7. Hygiene and Public Health- Ghosh P.
8. Textbook of Preventive and Social Medicine- K. Park
9. Textbook of Preventive and Social Medicine- J.E. Park
10. Essentials of Community Health Nursing- J.E. Park
11. Textbook of Obstetrics and Gynaecology- D.C. Dutta
12. Textbook of Medical Microbiology- Anantnarayan.