



Criteria –I 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

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented





RTM Nagpur University, Nagpur

Choice Based Credit System

Syllabus for B.A: 1st 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. Sriyder 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, करतुरी प्रकाशन, नागपूर
11. प्रा. देव, प्रा. शास्त्री, प्रा. शेळके, प्रा. जहागीरदार, अर्थशास्त्र, पिंपळापुरे ॲड कंपनी पब्लिशर्स, नागपूर
12. ग.ना. झामरे, अर्थशास्त्राची मूलतत्वे, पिंपळापुरे प्रकाशन
13. डॉ. रा.य. माहोरे, अर्थशास्त्राचे सिद्धांत
14. डॉ. एच. पी. सिंह, वी. पी. मित्तल, व्याप्ति आर्थिक सिद्धांत, संजीव प्रकाशन, मेरठ.



RTM Nagpur University, Nagpur

Choice Based Credit System

Syllabus for B.A: 2nd 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 Presss, 2nd Edition, 2011.
4. डॉ. गजानन पाटील, रथूल अर्थशास्त्र, करतुरी प्रकाशन, नागपूर
5. प्रा. देव, प्रा. शास्त्री, प्रा. शेळके, प्रा. जहागीरदार, अर्थशास्त्र, पिंपळापुरे ॲड कंपनी पब्लिशर्स, नागपूर
6. ग.ना. झामरे, अर्थशास्त्राची मूलतत्वे, पिंपळापुरे प्रकाशन
7. डॉ. रा.य. माहोरे, अर्थशास्त्राचे सिद्धांत
8. डॉ. एच. पी. सिंह, बी. 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, 11th Edition 2010.
11. Andrew B. Abel and Ben S. Bernanke, Micro Economics Pearson Education, the 7th 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.



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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





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RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR.

Semester System Syllabus of Economics

For

B.A. (Part III) – Semester – Vth & VIth

Faculty of Humanities

(WITH EFFECT FROM Session 2018-19)



Economics Vth Semester

Indian Economy-I

Unit I - Nature of Indian Economy

Meaning, Nature and types of economy- Capitalist-, Socialist, Mixed , Basic features and Changing structure of Indian Economy, Population, Urbanization and Migration .National Income of India - Trends and Structure, Basic features of Maharashtra's Economy.

Unit II - Agriculture

Importance of Indian Agriculture, Problems related to Indian Agriculture Production and Productivity , Cropping pattern in India, .Agrarian reforms, Irrigation and types of irrigation, Green revolution, Agriculture price policy, Agriculture credit, Agricultural marketing, Policies for Sustainable Agriculture, Contract Farming, Community Farming, Crop Insurance And Livestock Insurance, Problems Of Agricultural Labour , Agricultural Crisis In India

Unit III - Industry

Need, Importance and Role of Industries in Economic Development . Cottage, Small And Large Scale Industries, Role of Public And Private Sector In Indian Economy. Concept of Disinvestment, Public-Private Partnership(PPT), Industrial Policies of India. Privatization, Liberalisation And Globalization,

Unit IV - Employment and Poverty

Employment : Extent of employment- organized ,unorganized sector, Meaning, Types, causes and problems of unemployment, Labour problem in India, problems of child labour and exploitation of labour.

Concept of poverty, methods to measure poverty in India (Different Committee Reports), Estimates of poverty and inequality, Inequality of income, Vicious circle of poverty

Poverty alleviation programmes: Programmes for Rural areas, Programmes for Urban areas, Objectives and Strategy and Outline of Wage employment programmes, Self-employment programmes, Food security programmes ,Social security programmes , DRDA Administration programmes , Urban poverty alleviation programmes



Books Recommended :-

Economic Survey of Govt. of India Every year current issue available on website finmin.nic.in/indiabudget

- . Dutt and K.P.M. Sundaram 2018 : Indian Economics, S. Chand & Company Ltd., New Delhi.
- . Dhingra, I.C. 2018, The Indian Economics : Environment and Policy, Sultan Chand & Sons, New Delhi.
- . Datt, R.C., (1950), The Economic History of India Under Early British Rule, Low Price Publications, Delhi.
- . Kumar D. (ed.) (1982), The Cambridge Economics History of India Volume II, 1757-1770, Orient Longman Ltd., Hyderabad.
- . Misra, S.K. and V.K. Puri (2018), Indian Economy – Its Development Experience, Himalaya, Publishing House, Mumbai.
- . Gadgil, D.R. (1971), The Industrial Evolution in India in Recent Times, 1860-1939, Oxford University Press, Bombay.
- . Government of India, Economic Survey (Annual), Economic Division, Ministry of Finance, New Delhi.
- . Naoroji, D. (1962), Poverty and Un-British Rule in India, Low Price Publications, Delhi.
- . Planning Commission Government of India, New Delhi.
- . Singh, V.B. (Ed.) (1965) Economic History of India, 1857-1956, Allied Publishers Private Ltd. Bombay.
- . Ahluwalia, L.J. and I.M.D. Little (Eds.) (1999), India's Economic reforms and Development (Essays in honour of Manmohan Singh), Oxford University Press, New Delhi.
- . Jalan B. (1992), The Indian Economy : Problem and Prospectus, Viking, New Delhi.
- . Jalan B. (1996), Indian's Economic Policy – Preparing for the Twenty first Century, Viking, New Delhi.
- . Parikh, K.S. (1996), India Development Report- 1999-2000, Oxford University Press, New Delhi.
- . Datt, R. (Ed.) (2018), Second Generation Economic Reforms in India, Deep & Deep Publications, New Delhi.
- . Thirlwall, A.P. 2018, (6th Edition), Growth and Developments, Macmillan, London.
- . Arestis, P. (Ed.) (1993), Employment Economic Growth and the Tyranny of the Market Edward Elgar, Aldershol..
- . Bhagwati, J and P. Desai (1970), India : Planning for Industrialization, Oxford University Press, London.
- . Brahmananda, P.R. and C.N. Vakli (1956), Planning for an Expanding Economy Vora and Co., Bombay.
- . Chakravarty, S. (1987), Development Planning : The Indian Experience, Clarendon Press, Oxford.
- . Uchatar Arthik Siddhant by H.L. Ahuja (In Hindi) (Microeconomics Analysis) S. Chand.
- . Uchatar Sanashti Arthshastra by H.L. Ahuja (In Hindi) S. Chand.

B.A.- III

- . श्री. आ. देशपांडे, भारताचे नियोजन आणि आर्थिक विकास, विद्या प्रकाशन.
- . केवल कृष्णा डयुएट, भारतीय अर्थशास्त्र



- . प्रा. नारायण जाजूख प्रा.प्रभाकर देश्यमुख, प्रा. बलराम वनमाळी, भारतीय ग्रामीण अर्थशास्त्र
- . प्रा.प्रभाकर देश्यमुख, प्रा. बलराम वनमाळी, भारतीय औद्योगिक अर्थव्यवस्था
- . कर्वे, डॉ. भेंडे — भारताच्या आर्थिक समस्या
- . देसाई, जोशी — भारताचा आर्थिक विकास
- . देसाई, जोशी — भारतीय अर्थव्यवस्था — भाग १ व २.
- . रा. म. दिवलकर — भारतीय नियोजन (महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ)
- . गो. स. कामत — सहकारख तत्व, व्यवहार आणि व्यवस्थापन (महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ)
- . वासेकर, एस. पी. काकडे जे. एम. भारतीय अर्थव्यवस्था, विकास व पर्यावरणात्मक अर्ळाशास्त्र, पायल प्रकाशन, नागपूर.
- . प्रा. बापट, प्रा. अभ्यंकर — भारतीय आर्थिक विकास(महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ)
- . डॉ. पालीवाल — भारतीय आर्थिक विकास आणि नियोजन (मंगेश प्रकाशन, नागपूर.)
- . प्रा. शास्त्री, फुके, प्रा. डोंकरे — भारतीय आर्थिक समस्या, नियोजन आणि विकास (संगम प्रकाशन)
- . प्रा. ल. ग. बापट, अभ्यंकर — भारतीय आर्थिक विकास व समस्या (महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ)





Economics VIth Semester

Indian Economy - II

Unit I- Economic Development and Growth

Meaning Of Economic Development And Factors Affecting Economic Development, Indicators And Measurement Of Economic Development, Concept Of Sustainable Development,- Definition, Background, Issues , Objectives and Goals , Human Development Index and its components, Gender Development Index, Multidimensional Poverty Index Concept Of Inclusive Growth- need ,elements of inclusive growth, Impact and Challenges of Inclusive growth in Indian Economy..

Unit II- Planning and Policy

Meaning and Definition, Objectives, Broad achievement and failures of five year plans ,NITI (National Institution for Transforming India)Aayog - Objectives, Structure. Regional planning , Features of Current Economic Survey of India. ,Special Economic Zone (SEZ) - Definition, Objectives and its impact on Indian Economy. Concept of Economic Reforms in India.

Unit III- Public Finance

Meaning, Nature, Scope and Importance of Public Finance, Source of Public Revenue, Indian Tax Structure, Classification of Taxes, Shifting And Incidence of Taxes., Features of Indian Tax System. „Goods and Services Tax (GST),

Meaning And Types of Public Debt, Problems of Public Debt,

Meaning of Budget,„ Concept of Deficit: Revenue, Fiscal And Primary Deficit. . ,

Gender Budgeting, .Features of Current Year Budget ,

Latest Finance Commission – Centre-State Conflicts.

Unit IV- International Trade

India's Foreign Trade, Trends in Export And Imports, Composition And Direction of Indian Foreign Trade,

Multilateral and Bilateral trade of India, India's Free Trade and Preferential Trade Agreements and its impact on Indian Economy,

BRICS and its impact on Indian Economy. India and World Trade Organization,

Balance of Payments, Export Promotion, Export- Import Policy ,Foreign Direct Investment. ,Foreign Portfolio Investment, Multinational Corporations



Books Recommended :-

- . Dutt and K.P.M. Sundaram 2018 : Indian Economics, S. Chand & Company Ltd., New Delhi.
- . Dhingra, I.C. 2018, The Indian Economics : Environment and Policy, Sultan Chand & Sons, New Delhi.
- . Datt, R.C., (1950), The Economic History of India Under Early British Rule, Low Price Publications, Delhi.
- . Kumar D. (ed.) (1982), The Cambridge Economic History of India Volume II, 1757-1770, Orient Longman Ltd., Hyderabad.
- . Misra, S.K. and V.K. Puri (2018), Indian Economy – Its Development Experience, Himalaya, Publishing House, Mumbai.
- . Gadgil, D.R. (1971), The Industrial Evolution in India in Recent Times, 1860-1939, Oxford University Press, Bombay.
- . Government of India, Economic Survey (Annual), Economic Division, Ministry of Finance, New Delhi.
- . Naoroji, D. (1962), Poverty and Un-British Rule in India, Low Price Publications, Delhi.
- . Planning Commission Government of India, New Delhi.
- . Singh, V.B. (Ed.) (1965) Economic History of India, 1857-1956, Allied Publishers Private Ltd. Bombay.
- . Ahluwalia, L.J. and I.M.D. Little (Eds.) (1999), India's Economic reforms and Development (Essays in honour of Manmohan Singh), Oxford University Press, New Delhi.
- . Jalan B. (1992), The Indian Economy : Problem and Prospectus, Viking, New Delhi.
- . Jalan B. (1996), Indian's Economic Policy – Preparing for the Twenty first Century, Viking, New Delhi.
- . Parikh, K.S. (1996), India Development Report- 1999-2000, Oxford University Press, New Delhi.
- . Datt, R. (Ed.) (2001), Second Generation Economic Reforms in India, Deep & Deep Publications, New Delhi.
- . Thirlwall, A.P. 2018, (6th Edition), Growth and Developments, Macmillan, London.
- . Arestis, P. (Ed.) (1993), Employment Economic Growth and the Tyranny of the Market Edward Elgar, Aldershol..
- . Bhagwati, J and P. Desai (1970), India : Planning for Industrialization, Oxford University Press, London.
- . Brahmananda, P.R. and C.N. Vakli (1956), Planning for an Expanding Economy Vora and Co., Bombay.
- . Chakravarty, S. (1987), Development Planning : The Indian Experience, Clarendon Press., Oxford.
- . Uchatar Arthik Siddhant by H.L. Ahuja (In Hindi) (Microeconomics Analysis) S. Chand.
- . Uchatar Sanashti Arthshastra by H.L. Ahuja (In Hindi) S. Chand.

B.A.- III

- . श्री. आ. देशपांडे, भारताचे नियोजन आणि आर्थिक विकास, विद्या प्रकाशन.
- . केवल कृष्णा डयुएट, भारतीय अर्थशास्त्र
- . प्रा. नारायण जाजूख प्रा.प्रभाकर देशमुख, प्रा. बलराम वनमाळी, भारतीय ग्रामीण अर्थशास्त्र
- . प्रा.प्रभाकर देशमुख, प्रा. बलराम वनमाळी, भारतीय औद्योगिक अर्थव्यवस्था
- . कर्वे, डॉ. भेंडे – भारताच्या आर्थिक समस्या



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- . देसाई, जोशी – भारताचा आर्थिक विकास
- . देसाई, जोशी – भारतीय अर्थव्यवस्था – भाग १ व २.
- . ग. म. दिवलकर – भारतीय नियोजन (महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ)
- . गो. स. कामत – सहकारखे त्त्व, व्यवहार आणि व्यवस्थापन (महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ)
- . वासेकर, एस. पी. काकडे जे. एम. भारतीय अर्थव्यवस्था, विकास व पर्यावरणात्मक अर्थाशास्त्र, पायल प्रकाशन, नागपूर.
- . प्रा. बापट, प्रा. अभ्यंकर – भारतीय आर्थिक विकास(महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ)
- . डॉ. पालीवाल – भारतीय आर्थिक विकास आणि नियोजन (मंगेश प्रकाशन, नागपूर.)
- . प्रा. शास्त्री, फुके, प्रा. डोंकरे – भारतीय आर्थिक समस्या, नियोजन आणि विकास (संगम प्रकाशन)
- . प्रा. ल. ग. बापट, अभ्यंकर – भारतीय आर्थिक विकास व समस्या (महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ)





RTM NAGPUR UNIVERSITY NAGPUR

Choice Based Credit System (CBCS)

Syllabus for B.A: 3rd 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

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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, भौतिक अर्थशास्त्र, साईज्योती प्रकाशन, नागपूर

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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: 4th 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 evidence 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 एव कै.पी.एम. सुंदरम, भारतीय अर्थव्यवस्था
- 6) मिश्रा एवं पुरी - भारतीय अर्थव्यवस्था, हिमालय प्रकाशन, नई दिल्ली
- 7) डॉ. गजानन नाटील, भारतीय अर्थव्यवस्था, कस्तुरी प्रकाशन, नागपूर
- 8) डॉ. रामदास माहोरे, भारतीय अर्थव्यवस्था, साईंज्योती प्रकाशन, नागपूर

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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.



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.

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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.*

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RTM Nagpur University, Nagpur
M.A (Part-I) First Semester Examination
Post Graduate Syllabus in Economics
(Under Choice Based Credit System/CBCS)
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 Module/Units

| Module/Units No. | Content |
|------------------|---|
| 1 | Advances in the theory of Consumer Behavior - Derivation of demand curve by use of indifference curve approach and revealed preference approach- Hicksian Revision of demand theory, Recent developments in theory of demand, modern utility analysis of choices involving risk and uncertainty- Bernoulli, Neuman-Morgenstern, Friedman-savage and Markoviz Hypothesis, Lancaster's Demand theory, - Bandwagon effect – Veblen effect- Snobb effect |
| 2 | Theory of Production and Cost – Relation between return to factor and return to scale – multi product firm- production function-Cobb-Douglas, CES, VES; technical progress and production function. Traditional and modern approaches to cost and production empirical evidences on cost of production – Derivation of short-run and long-run cost curves- total, average and marginal- economies of scale and average cost curves |



| | |
|---|---|
| 3 | Theory of Firm and Price-Output determination in various market structures – 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- Stackelberg's model, kinked demand curve model – collusive Oligopoly – Cartels, mergers, price leadership models, Monopolistic Competition - Joan Robinson's and E.H. Chamberlains approach to equilibrium- firm and group equilibrium with product differentiation and selling costs analysis. |
| 4 | Advanced approaches to pricing and optimization – 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, public utility pricing workable |

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



RTM Nagpur University, Nagpur
M.A (Part-I) First Semester Examination

Post Graduate Syllabus in Economics
(Under Choice Based Credit System/CBCS)

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 Module/Units

| Module/Units No. | Content |
|------------------|--|
| 1 | Key Macro-economic variable - General review of classical and Neoclassical economic analysis, systems, Keynesian system – various concepts and measurements of aggregate income and expenditure- Gradar flow four sector model - Rules for computing GDP- Various concepts interpreting GDP-Okun's Law of Tradeoff between unemployment and Growth rate |
| 2 | Demand and Supply of Money – Baumol's Inventory approach for demand for money, Tobbins theory, Restatement of quantity theory of Money by Milton Friedman – Empirical issues in money demand estimation, Theories of Money – concept and Measurement of High-power money – money multiplier and factor acting on it – Behavioural and Portfolio models of money supply |
| 3 | Theories of Consumptions and Investment – Classical view Consumption – The Psychological law of Consumption – Kuzenets' Consumption Puzzle – Fisher's Inter temporal Choice Model – Permanent Income Hypothesis – Life Cycle Hypothesis. Investment Theories – Neo-classical theory of investment- Keynesian and Post-Keynesian theories- MEC and MEI – Accelerator theory – Tobins-Q-ratio- Inflation and policies of investment |
| 4 | The IS-LM Model – The interaction of Real and Monetary sectors of Neoclassical and Keynesian versions of IS-LM Model – Fiscal and Monetary Policy analysis in IS-LM Model- Relative efficiency of fiscal and Monetary policies – Pigou's effect and Real Balance effect in IS-LM Model- The Mundel-Fleming Model-Trade Policy is IS-LM Model |



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.

RTM Nagpur University, Nagpur
M.A (Part-I) First Semester Examination
Post Graduate Syllabus in Economics
(Under Choice Based Credit System/CBCS)
I - ELECTIVE CORE SUBJECT

1. Indian Economy – Issues & Policies

Objectives:

1. To acquaint with the students in the context of federal structure of Indian Economy
2. To develop insight among the students to understand economic environment in India with 'Global to Local Context.
3. To equip the student to analyze economic policy implications of Centre & state

Learning Outcomes:

1. Students develop skills in formulating of suggestion for measures on current economic situations.
2. They will be able to derive suggestions on the searching of remedies under different situation for national level.
3. Students will develop understanding to learn the institutional arrangements in society to overcome asymmetric information and develop skill in designing incentive mechanisms.
4. It will make to understand students to the basic process of income generation and distribution as well as their sources. It will also enable to know national share of each category of citizens.
5. It will also help in knowing dynamics of capital market.
6. students will be taken to the philosophical level of equity and justice.

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

| Module/Units No. | Content |
|-------------------------|--|
| 1 | Overview of Indian Economy and development strategy - State of Indian economy of Independence - Development strategy and planning till end of eighties-effect of control and obstacles in fast growth - Economic Policy of 1991 and its performance - major aspects of transformation and recent developments in Indian Economy |
| 2 | Population and Socio-Economic Development in India - Population as a factor of economy development - Age and Sex composition and quality of population-Demographic Dividend - Problem of unemployment, Poverty and Inequality and solutions on it - changing nature of labour markets- recent trends in state of social aspects in India - their implications and policies - women labour and child labour issues and relating to Gender and caste - Governance and corruption and their economic implications, problem of Rural-urban disparities, urbanization and migration |
| 3 | Sectoral Analysis of Indian Economy - A) Primary Sector - Trends and implications of contribution of primary sector in India's National Income and employment generations - Agricultural inputs and productivity-diversification of agriculture- agricultural marketing, prices, credit and subsidies-WTO and Agriculture - Agricultural Development Strategy of Governments of India B) Secondary Sector - Trends in Industry and Trade in India - Their Contribution in National income of India - Industrial Policy in post-liberalization periods - Strategy of Industrial development for large industries and MSME- Performance and problems of public sector industries - Disinvestment policy C) Tertiary Sector - Importance of service sector in India - Performance of service sector in post-liberalization period - service sector led growth and its sustainability |
| 4 | Current Economic issues in India - Reforms in Capital Market - Inflow of FDI and FII and their magnitude and influences on domestic economy - financial sector reforms - recent changes in direction and composition of foreign Trade of India-Current and Capital account convertibility of Indian Rupee- Impact of WTO agreement on Indian Economy, Problem of Environmental degradation, Problem of jobless growth and inequality |

Books for References:

1. Bardhan, P., "The Political Economy of Development of India", OUP.
2. Brahmananda, P.R. and Panchamukhi, V.R., "The Development Process of Indian Economy", Himalaya.
3. Basu, Kaushik (Ed), "India's Emerging Economy" OUP.
4. Datt, R. and Sundharam, K.P.M.: Indian Economy, S. Chand.
5. Jalan, Bimal (Ed), "The Indian Economy - Problems and Prospects", Viking.
6. Kapila, Uma (Ed), "India's Economic Reforms", Academic Foundation.
7. Kapila, U.: Indian Economy since Independence, Academic Foundation
8. Sen, A. and Dreeze, J., "Economic Development and Social Opportunities", OUP.
9. Wadhwa, C. (Ed), "Some Problems of India's Economic Policy", Tata McGraw Hill.
10. Fouseca, A.J. (Ed), "Challenge of Poverty in India", Vikas.
11. Rao, V.K.R.V., "India's National Income, 1950-1980", Sage.
12. Joshi, Vijay and Little, I.M.D., "India's Economic Reforms 1991-2001", Oxford University Press
13. Ahluwalia, I.J. and I.M.D Little (Eds) (1999), India's Economic Reforms and Development, Oxford University Press, New Delhi.



14. Bardhan, P.K. (1999), The Political Economy of Development in India, Oxford University press, New Delhi.
15. Bawa, R.S. and P.S. Raikhy, (1997), Structural Changes in Indian Economy, Gurunanak Dev University press, Amritsar.
16. Chakravarty, S. (1987), Development planning: The Indian Experience, Oxford University press,
17. Datt, R. (2001), Second Generation Economic Reforms in India, Deep and Deep publications,.
18. Rudder Datt and K.P.M. Sundaram, (2008), Indian Economy, Sultan Chand and Co, New Delhi

RTM Nagpur University, Nagpur
M.A (Part-I) First Semester Examination
Post Graduate Syllabus in Economics
(Under Choice Based Credit System/CBCS)
I - ELECTIVE CORE SUBJECT

2. 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 Module/Units

| Module/Units No. | Content |
|------------------|---|
| 1 | Sets, Functions and Basic Functions - 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 | Linear Algebra and Matrices – Matrices and their applications – Determinants, minors, co-factors and inverse of matrices – Crammer's rules- matrices and vectors-Eigen vectors- use in input-output analysis |
| 3 | Differential and Integral Calculus – 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. 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 | Linear Programming and Optimal Control Theory – 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.

RTM Nagpur University, Nagpur
M.A (Part-I) First Semester Examination
Post Graduate Syllabus in Economics
(Under Choice Based Credit System/CBCS)
II - ELECTIVE CORE SUBJECT

1. 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 Module/Units**

| Module/Units No. | Content |
|-------------------------|---|
| 1 | Agriculture and the Economy - Agriculture and economic development – Place of agriculture in Macro Economy, Theories of Agricultural Development – Transformation of Traditional Agriculture, Lewis, Ranis and the Schultz theory, organizational aspects of farming-Traditional peasant farming, commercial farming, problems of farming organization, conditions of Indian peasantry. |
| 2 | Production function in Agriculture – 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 Farm efficiency, risk and uncertainty in agriculture, structural changes in agriculture in liberalization period- Farm size and agricultural productivity; Mechanization in agriculture; Research and extension in Agriculture |
| 3 | Marketing of agriculture produce – Demand and Supply of agricultural products – factors affecting the demand for agricultural products, supply behavior 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 | Factor Market for Agriculture – Agricultural factor market, 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, capital market for agriculture- characteristics of rural credit market, rural credit system in India, Labour and capital market in India- Emerging Trends in factor market in Indian Agriculture. |

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



RTM Nagpur University, Nagpur

First Semester Examination

Post Graduate Syllabus in Economics

(Under Choice Based Credit System/CBCS)

II - ELECTIVE CORE SUBJECT

2. 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 Module/Units

| Module/Units No. | Content |
|------------------|---|
| 1 | Industrial Economics and Industrial Organization - 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 | Industrial location; expansion and efficiency – Factors affecting industrial location, Theories of Industrial location- Central place theory, Rawstron's Theory, weber's Theory, Market area theory, operational approaches to industrial location, Industrial expansion- Diversification, Vertical integration and mergers- types-motives for diversification vertical integration and mergers, measurement approaches, Industrial Efficiency – Productive efficiency and economic efficiency |



| | |
|---|---|
| 3 | <p>Industrial Pricing, Investment decisions, and Industrial Finance and Accounting – Industrial pricing in practice, Cost-plus pricing, variable cost pricing, Target Rate of Return pricing, Acceptance pricing, going rate pricing, group pricing and pricing in public enterprises.</p> <p>Nature and types of investment decisions- methods of project evaluation, payback method, NPV and IRR, Social cost benefit analysis, Risk and Uncertainty in Project Appraisal, replacement Decision, Inventory decisions and market investment.</p> <p>Industrial Finance and Accounting- Need for finance – short term and long term, sources of finance- internal and external, commercial and development banks, choice of funding, internal and external.</p> <p>Industrial Accounting- Need and Basic procedure, balance sheet and profit and loss statement, cost of capital, depreciation accounting, cost accounting.</p> |
| 4 | <p>Indian Industrial Sector – Evolution of Indian Industries, Industrial policy in India, Globalization small scale Industries, MSME, Industrial sickness, empirical evidences on mergers and acquisition as well as diversifications. Industrial location trends in India, Regional Imbalance, patent policy 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).

**RTM Nagpur University, Nagpur**

Skill based and activity-based learning has a weightage of two credits each. It is mandatory for all students to have minimum 75 % attendance for both internal and external and should complete in the same Semester. In case a student is unable to complete the courses due to a valid reason, he/she has to complete it in the next Semester. The Credits earned in Skill based and activity-based learning, however will not added in the calculation of SGPA / CGPA.

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

(For 2 Credit) *for 50 marks*

Course Name: 1. Managerial Economics
2. Labour Economics

(Choose any one of the above 1 or 2)

Credit: 2 (Two)

Objectives: The main objective of this course are –

The students after completing the program should inculcate the following skills:

1. Understand the basic concepts of Economics and their analysis.
2. Apply theoretical and/or demonstrative methods, including the use of numerical methods in Mathematical Economics and Statistics.
3. Understand and analyze the basic concepts of different concepts of Economics.
4. Able to enter into new problem areas that require an analytic and innovative approach.

Programme Outcomes:

On completion of program, the post-graduates will apply knowledge and skill in the field of Economics, research, statistics, mathematics and will be able to have the employability in these areas. As well as ready for working in the Economic world like banking, industries, Education, etc.

MANAGERIAL ECONOMICS

| Units | Topic | Contact Hours | | |
|-------|---|---------------|-----------|-------------|
| | | Lectures | Tutorials | Practical's |
| 1 | Managerial Economics: Difference between Traditional Economics and Managerial Economics Demand, Cost and Profit Analysis – Demand for durable and nondurable Products, Demand forecasting techniques, Cost estimations, Cost-volume-profit analysis, Break even analysis- limitations of it. Pricing policies and practices - factors governing Price- Price discounts- Price forecasting | 5 | - | - |
| 2 | Capital Budgeting and Inventory Management - Concept and need for capital budgeting- methods of Capital budgeting and appraisal methods, pay back method, Net Present Value (NPV) method-Internal Rate of Return method, Cost of Capital - Cost of debt capital, equity capital and cost of retained earnings. | 5 | - | - |

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| | | | | |
|--|--|--|--|--|
| | Inventory Management- Inventory costs, Concept of average inventory, Economic Order Quantity (EOQ) Model of inventory management. | | | |
|--|--|--|--|--|

References:

- 1) Varshney R.L. and Mahashwari K.L.—Managerial Economics, Sultan Chand Co. New Delhi
- 2) Mehata P.L. - Managerial Economics— Sultan Chand Co. New Delhi
- 3) Samuelson W.F. and Marks- Managerial Economics, Wiley Students Edition

ECONOMICS OF LABOUR *Economies*

| Units | Topic | Contact Hours | | |
|-------|--|---------------|-----------|-------------|
| | | Lectures | Tutorials | Practical's |
| 1 | Labour Economics and Labour Market- Labour market in developing countries Demand and Supply of labour in relation to growth of labour focus Labour Problems of - Agricultural, Industrial and unorganized sector, Women & child Government measures to solve them. Unemployment problems and Government Policy. | 5 | - | - |
| 2 | Wage Determination and Industrial Relations- Neo-classical thereof of wage determination collective bargaining and Wage Concepts of Minimum wages, subsistence wages living wages and fair-wages. Impact of globalization on wages impact of ILO on wages Industrial relations - Concept, aspects, Objects components and importance, Trade Union and industrial relations Role of Government in industrial relations. National Labour Commission its role and importance | 5 | - | - |

References:

- 1) Bhagaliwal T. N-Economics of labour and industrial relations – Sahitya Bhawan Agra
- 2) Bhatia S.K. (2005) –Constructive industrial relations and labour law.- B.R world of Books, New Delhi
- 3) Deshpande, Bramhananda and EA G Robinson = Policy in a Developing Economy = Macmillan India Bombay
- 4) Kumar Anil (2005)–Labour welfare and social Security.- BBW New Delhi

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RTM Nagpur University, Nagpur
M.A (Part-I) First Semester Examination
Post Graduate in Economics Paper Pattern
(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)
 - e) Draft sentences from Unit -I
 - f) Draft sentences from Unit -II
 - g) Draft sentences from Unit -III
 - h) Draft sentences from Unit -IV

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

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

Micro-Economic Theory – II

Learning Objectives:

1. To make students aware about the relations between distributions of factor remuneration and economic welfare.
2. To make students to know the importance of information in value generation of products and wealth.
3. To develop ability to synthesis the knowledge about equilibrium of economic activities.
4. To make them capable of understanding of welfare implications of economics activities of individual and society

Learning Outcomes:

1. Students will enable to know the rational level of the remuneration of factors of production students shall become able to draw suggestions on remuneration of facts of production.
2. Students will become able to understand, collect and process the economic information.
3. Students will be able to comment on present equilibrium status at Micro Level and General Level.
4. The Knowledge of economic welfare will make students able to judge the rational of economic activities.

Content of Syllabus

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

| Module/Units No. | Content |
|------------------|--|
| 1 | GENERAL EQUILIBRIUM ANALYSIS Concepts types of Equilibrium- Walrasian Model of General Equilibrium – Stability and Uniqueness of equilibrium – Parato's efficiencies and Production Possibility curves- Equilibrium with efficiency in consumption, production and exchange. Non-Walrasian equilibriums – non titonement process, rationing equilibrium, effective demand, micro foundations of macro-economics |
| 2 | SYMMETRIC AND ASYMMETRIC INFORMATION Market with asymmetric information, quality, uncertainty and market for lemons, Adverse Selection, Social Insurance, Signaling and Screening, Moral Hazzards. The Principal Agents problems, Asymmetric information in Labour Market. |

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|---|--|
| 3 | THEORY OF DISTRIBUTION Marginal Productivity theory of distribution. Eulers' Production exhaustion theorem Modern theory of distribution. – Macro theories of distribution Ricardo, Marx, Kalecki and Kaldor |
| 4 | WELFARE ECONOMICS Paretian concepts of economics welfare- Kaldor- Hicks Compensation Criterion for welfare- Social Welfare function, Maximization of social Welfare Determination of welfare maximizing output-Mix- Commodity distribution and Resource Allocation- Welfare maximization and perfect competition- social choice- Contribution of Arrow and A.K. Sen- Market failures, Externalities and Public goods. |

Books for References:

1. Maddala GS and Miller E- Micro economics- Theory and Applications, "Tata McGraw- Hill Publishing Co. Ltd. Delhi
2. Pindyck R.S. Rubin field D.L. and Mehta P.L.- Micro Economics, Pearson Education, Delhi-
3. Henderson J.M. & Quandt- Micro Economic theory: A Methodical approach- Mc Graw Hill Book Company, Delhi
4. Advance Economic Theory- H.L. Ahuja- S.Chand & Co. Delhi
5. आर्थिक विश्लेषण - के. पी. जैन- मेहरा अण्ड सन्स- आग्रा.
6. Advance Economic Theory-H.S. Agrawal- Laxmi Narayan & Co., Agra
7. Micro Economic Theory- K.P. M. Sundaram and MC Vaish S.Chand & Co., New Delhi
8. उच्चतर आर्थिक सिध्दांत- प्रा. कृष्णराव पाटील, मंगेश प्रकाशन, नागपूर

Macro-Economic Theory - II

Learning Objectives:

1. To expose the students to macro-economic theory and contemporary macroeconomics issues.
2. To enable the students to understand functioning & the economy as a whole is analyzed to understand macroeconomics thoughts.
3. To specially enable the students to understand the genesis, nature and ramifications of critical macro-economic issues to be analyzed.

Learning Outcomes:

1. It will enable students to handle macroeconomics theories and related macroeconomics issues.
2. It will enable students to understand the effects of macroeconomic decisions taken by Governments.
3. This study will enable students to collect the data on macroeconomics level and analyze it and draw the suggestions, over macroeconomic problems.
4. This study shall enable to compare economic conditions of various countries and also of various regions among the country.
5. The knowledge multiplier theory shall be useful to guide investments.



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NAAC Reaccredited Grade 'B'

Content of Syllabus

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

| Module/Units No. | Content |
|------------------|--|
| 1 | INFLATION MEANING, TYPES, EFFECTS, CONTROL Inflationary gap, open and suppressed inflation, inflation and developing countries, Theory of inflation v/s theory of multiplier, control of inflation Classical, Keynesian and Monetarists approach to inflation- Structuralist theory of inflation- Philips Curve- Short run and long run curves. Natural rate of employment- Expectation augmented- Philips Curve- Tobins modified Philip curve- cost of Inflation |
| 2 | THEORY OF BUSINESS CYCLES Concept and phases of Business Cycles- Multiplier Accelerator interaction model- Schumpeter and Kalecki's theory, Great Depression and its effects |
| 3 | MACRO DISTRIBUTION THEORIES Meaning of Income distribution, Theories of aggregate income distribution, Classical Neo-classical and modern, classical theory of Ricardo and Marx, Neo-classical theory of Meade, Modern theories of Cartter and Kaldor |
| 4 | MONETARISM AND FISCALISM Monetarists Model of Economic progress, Fiscalists model of economic progress, Difference between monetarists and Fiscalists, Tests of economic policies, Monetary and fiscal policy mix to control inflation, counter unemployment, Internal and external stability for economic growth |

Books for References:

1. Ott. D J and Yoo J.H. – Macro Economic Theory- Mc. Grow Hill
2. Rosalind Levaic and Alexander Reberman- Macro-economic: An introduction Keynesian Controversies- Mc. Millian
3. M.J.C. Surrey- Macroeconomics- Willey Eastern
4. Gregory Mankiw N. –Macroeconomics- 7th Edn.- Worth Publishers.
5. डॉ. रामदास माहारे, व्यापार चक्राचे सिध्दांत, साई ज्योती प्रकाशन, नागपूर

I - ELECTIVE CORE SUBJECT

1. Economics of Micro-finance

Learning Objectives:

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

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Learning Outcomes:

1. Students will develop the skill for covering technical information into economics relationship between inputs and output of micro-finance activities.
2. The students will understand the importance of allocation of funds to finance MSME, through general budget of country.
3. The students will enable to evaluate the activities of micro-finance agencies and shall be able to draw suggestion took improvement.
4. The students will be able to understand the micro implication of disbursement and had debts occurred in economy due to micro-finance activities, and financial pressures created on finance institutions and public exchequer.

Content of Syllabus

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

| Module/Units No. | Content |
|------------------|---|
| 1 | Microfinance: Role and Problems Microfinance origin, definition, Types, Objectives, Features, Principles, Benefits and Criticisms, Microfinance Institutions and their types, Micro Finance Companies in India. Challenges faced by microfinance 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 | Financial Planning of MFIs Financial Management of MFIs, Credit risk, types of credit risk, Integrated risk management. Non-banking financial companies and microfinance. 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 | Regulatory approaches towards Microfinance 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, partner Financial Institutions- Citibank, IndusInd Bank and Kotak Mahindra Bank. |
| 4 | Financial and Social Evaluation Financial rating, measurement of indicators and financial performance analysis. Social performance management definition and principles, social performance analysis. NABARD and microfinance, Role of ICICI Bank, Axis Finance Limited and State Bank of India 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. |

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. Srinivasan, 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. Des Puspita, (2014) 'Empowerment and Microfinance', Biotech Publisher.
7. V. Rengarajan, (2013), 'Microfinance Principles and Approaches' Notion Publication

I - ELECTIVE CORE SUBJECT

2. Applied Econometrics

Learning Objectives:

1. To help students by enabling them to handle complex and economic data for the interpretation.
2. To equip students with a good understanding the situation under which economic activities is a performed.
3. To equip the students to analyses trend, lags and leads in the dynamic condition and predict the result.
4. To empower the students to give the suggestion.

Learning Outcomes:

1. Students will empower to handle complex and dynamic economic data.
2. Students shall become able to drawn to the conclusion from the given data.
3. Student shall become able to handle the complexities of data and shall become enable to draw the conclusion.
4. The students shall enable handle to multiply regressions models and testing by hypothesis taken for a research problem.

Content of Syllabus

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

| Module/Units No. | Content |
|------------------|---|
| 1 | Basic Econometrics Econometrics - Meaning, Nature, Scope, Importance. Methodology of Econometrics, Structure of Economic Data. Simple 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 | Problems in Regression Analysis Problems in Regression -Multicollinearity, Autocorrelation Heteroscedasticity-Meaning, Nature, Consequences and Remedial Measures Model Specification and Diagnostic Testing |
| 3 | Dummy Variables and Dynamic Econometric Models Dummy Variable – Meaning, Nature, Importance and Limitation, Use of Dummy Variable Technique in two and more than two categories, Dummy Variable Trap. 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, Causality in Economics |

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|---|--|
| 4 | Simultaneous Equation Models Simultaneous Equation Model – Meaning, Nature, Consequences, Simultaneous equation bias and inconsistency of OLS estimates; Identification Problem Time Series Analysis Concepts - Stationary, Non-Stationary, Unit roots, Co-integration, Spurious regression, Random Walk Model. Dickey-Fuller approaches to Unit Root test Forecasting with AR, MA and ARIMA Modelling. |
|---|--|

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. Koutsoyiannis, 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.

II - ELECTIVE CORE SUBJECT**I. 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, presenting 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 Module/Units

| Module/Units No. | Content |
|------------------|--|
| 1 | Introduction to Statistics, Data Presentation and Indian Statistics Statistics in Practice- Application- Data, Data Sources, Descriptive Statistics, Statistical Inference. Basic Statistical concepts – Population, Sample, Parameter and Statistics, Variables and Data, Data Measurement levels- Nominal, Ordinal, Interval and Ratio, Computer and Statistical Analysis Construction of Frequency Distribution- Classification and Tabulation of Data, Graphs and Charts Indian Statistics: CSO, NSSO, Recent Population Census, Agricultural and Industrial Statistics |









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| | |
|---|---|
| 2 | Descriptive Statistics: Numerical Measures Measures of Central Tendency: - Arithmetic Mean, Median, Mode, Geometric, Harmonic Mean, Percentiles and Quartiles Measure of Variability: Range, Interquartile Range, Mean Deviation, Variance, Standard Deviation, Coefficient of Variation Measures of shape – Skewness and Kurtosis |
| 3 | Correlation, Regression Analysis and Index Number Correlation Analysis: Meaning, Importance, Types, Methods of Determining Correlation and Limitations- Karl Pearson's Coefficient of Correlation, Coefficient of Concurrent Deviation, Spearman's Rank Correlation, Coefficient of Correlation by Least Square Method Regression Analysis: Meaning, Importance, Types, Methods of Determining Correlation and Limitations- Simple Linear Regression Model, Least Squares Method Index Number Time and Factor Reversal Test |
| 4 | Sampling Distributions and Statistical Inference Sampling - Methods of Sampling – Random and Non-random, Estimation – Meaning, Types, Characteristics, Importance Hypothesis Testing– Meaning, Types, level of Significance, One Tailed and Two Tailed Test, Critical Values and Significant Values. Type I and Type II Errors Test of Significance – Small Sample and Large Sample, Chi-Square analysis, 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.L: 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

II - ELECTIVE CORE SUBJECT

2. Natural Resource Economics

Learning Objectives:

1. To make students aware about the relationship between use of Natural Resources and Economic Growth.
2. To make students to know about the importance of conservation of Non-renewable natural resources.
3. To enable students to decide suggestion to policy makers about popularization of the use of renewable natural resources.

Learning Outcomes:

1. Students will enable to know rational use of natural resources, shall become able to propagate thinking on conservation of renewable natural resources.
2. Students will enable optional management and conservation of non-renewable natural resources.
3. Students will be in a capacity to draw suggestions for popularizing the use of renewable natural resources.
4. Student shall be having a knowledge about sustainable development in the light of natural resources.

7



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

Content of Syllabus

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

| Module/Units No. | Content |
|------------------|---|
| 1 | INTRODUCTION TO ENVIRONMENTAL ECONOMICS Nature and scope of environmental economics- A Holistic Approach towards environments and economics- Need of Natural Resources for economic development over population and over consumption of natural resources and scarcity of them, Environment Degradation- Consequences of it. |
| 2 | NATURAL RESOURCES Types of Natural Resources -their nature and uses Renewable Resources – Optimal Management, Common property and open access- Tragedy of Commons Non-renewable Resources – Economic issues relating to use of non-renewable resources, Management of them- Backstop exploration and technological progress Valuation of natural resources – use and non-use values, valuation methods |
| 3 | RESOURCES ECONOMICS AND SUSTAINABLE DEVELOPMENT Natural Resource Scarcity- Optimum use Criteria- Features of system of Environmental- Economic Accounting (SEEA)- Integration of SEEA with Natural Accounting- Green GNP- Environmental Impact Assessment (EIA)- Sustainable Development- Inter and intra generational equity concept of use of natural resources. MEASURING SUSTAINABLE DEVELOPMENT Strong and weak sustainability- Strategies of Sustainability- Critique of sustainability – Environmental Kuznet Curve Hypothesis. |
| 4 | GLOBAL NATURAL RESOURCE ISSUES AND INDIAN EXPERIENCE Trade and Natural resources- Price differential and Arbitrage- Global depletion of natural resources- International Conventions over use of natural resources- Domestic natural resource utilization policies. |

Books for References:

1. Ulgeenathan Sankar- Environmental Economics Theory and Practice- Sage Publication- New Delhi-
2. Fisher A.C. 1981- Resource and Environmental Economics- Cambridge University Press, Cambridge
3. N.Das Gupta-1997- Environmental Accounting- Wheeler and Company, New Delhi-
4. Paul Aekins- 2000- Economics Growth and Environmental Sustainability- Routledge, London.
5. Rabindra Bhattacharya- Environmental Economics an Indian perspectives- OUP-New Delhi

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III - ELECTIVE SUBJECT

Skill based and activity-based learning has a weightage of two credits each. It is mandatory for all students to have minimum 75 % attendance for both internal and external and should complete in the same Semester. In case a student is unable to complete the courses due to a valid reason, he/she has to complete it in the next Semester. The Credits earned in Skill based and activity-based learning, however will not added in the calculation of SGPA / CGPA.

Skill Based Programmes at Post-Graduate for M.A Economics for 2nd Semester

(For 2 Credit)

Course Name: 1. ECONOMIC SYSTEMS
2. GENDER ECONOMICS

(Choose any one of the above 1 or 2)

Credit: 2 (Two)

Objectives: The main objective of this course are –

1. To enable students to achieve their academic and career goals.
2. To recognize what professional attributes students have developed.
3. To prepare students for searching questions from employees on application and at interview.
4. To make students more independent learner and critical thinkers.
5. To make students more self-directed, self-reliant and proactive.

Programme Outcomes:

1. It will develop to understand the interdependence and complexity of economic systems.
2. They will help in understanding adjustment for economic system to entrepreneur.
3. Students will enable to ascertain women economic rights and can desire suggestions for action programme.
4. The students will understand functioning of good governance for female equality provided in Constitutions of India.

1. ECONOMIC SYSTEMS

| Units | Topic | Contact Hours | | |
|-------|---|---------------|-----------|-------------|
| | | Lectures | Tutorials | Practical's |
| 1 | INTRODUCTION TO ECONOMIC SYSTEM Concept, definition and features & economic system Functions of economic system in a country. Evolution of economic systems- Classification of economic systems. CAPITALISM OR FREE MARKET ECONOMY Definition of capitalism- Features of capitalism, Institutions under capitalism- Evolution of capitalism- Functions of capitalism- Advantage and disadvantage of capitalism. | 5 | - | - |
| 2 | SOCIALISTIC AND MIXED ECONOMY- Definition and concept of socialism- Features and institutions under socialism- Evolution of socialism and communism- Role of state under socialism- Advantage and Disadvantages of socialism. MIXED ECONOMY- Genesis of mixed economy- Features of mixed economy- Role of Public sector and Private Sector in an | 5 | - | - |

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| | | | | |
|--|---|--|--|--|
| | economy- Advantages and Disadvantages of public of private sectors in mixed economy- Evaluation of working of mixed economy in India. | | | |
|--|---|--|--|--|

Books for References:

1. S. S. M. Desai & Nirmal Bhalerao- Economic system- Himalya Publishing House, New Delhi.
2. Dilip K. Das- China and India a Tale of two economics- Routledge Publication New York- 2006
3. Economic System- Rehacca Lane – G.W. – Publishers Tinley Park Illinas.
4. Theories of mixed Economy- James Meade – Routledge Publication- Newyark
5. Future for socialism- by John e. Roemer – Harvard University Press

2. GENDER ECONOMICS

| Units | Topic | Contact Hours | | |
|-------|---|---------------|-----------|-------------|
| | | Lectures | Tutorials | Practical's |
| 1 | WOMEN AND LABOUR MARKET Factors affecting female entry in labour market- Supply and demand for female labour in India- Female work participation in Agriculture, in Industry and service sector. Wage differentials in female activities and its determinants. WOMEN IN DECISION MAKING Features affecting decision making by women, in property rights, access to and control over economic resources assets- Economic status of women and effect on work participation rate in India. | 5 | - | - |
| 2 | SOCIAL SECURITY AND SOCIAL PROTECTION TO WOMEN Social security for women- Their access to credit, insurance and economic independence- Review of legislations for women entitlements social security and safety- Affirmative action for improvement of women's social and economic status. GENDER PLANNING AND GOVERNANCE Gender and Development indices- Gender Planning techniques- Eco-feminism and analysis of women's work valuation of productive and unproductive work of women's Female contribution to National Income. | 5 | - | - |

Books for References:

1. Boserup E- Women's role in Economic Development- George Allen and Unwin, London (1970).
2. Government of India- Towards equality report on committee on the status of women in India- N. Delhi
3. Seth M- Women and Development – Indian Experience sage publication New Delhi (2000).
4. Wazir R- The Gender gap in Education Sage Publication – New Delhi (1998)
5. Kabeer N(1994) – Reversed Realities, Gender Hierarchies in Development thought – Kali for women- New Delhi.
6. Ansddden A.H. (1980) Economics of Women and Work- Penguin Series.
7. Harmondsworth Baund- Forms of Production and women's labour- Sage Publication N. Delhi.

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2. Project Work (2 Credit)

GENERAL GUIDELINES FOR PROJECT WORK

Project work is an integral part of academic curriculum of tea department. It is an initiative to bridge gap between knowledge and application through a series of interventions that will enable student to gain insights and exposure. The project work serves the twinge purposes of providing critical economics and business insights to students. It will help to provide post graduates of high caliber to industries.

OBJECTIVES:

1. To provide an opportunity for students to apply theoretical concept in real life situations.
2. To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

TENTATIVE FRAME WORK OF PROJECT WORK

- a. SELECTION OF A TOPIC AND ORGANIZATION FOR STUDY.
- b. TENTATIVE CHAPTER SCHEME.

1. Chapter 1 - Conceptual framework.
2. Chapter 2 - Review of literature
3. Chapter 3 - Research Methodology
 - i. Research Gap
 - ii. Significance of Study
 - iii. Formulative of Research Problems
 - iv. Research Objectives
 - v. Data sources – (Primary/ Secondary)
 - vi. Collection of data
 - vii. Tools of analysis (Analytical Framework)
 - ix. Relevance of Study
 - x. Limitation of Study
4. Chapter 4 - Data Base
5. Chapter 5 - Data analysis and interpretation
6. Chapter 6 - Conclusions, suggestions and policy implication
7. Appendices - i) Bibliography ii) Questionnaire/schedule

LENGTH OF THE PROJECT

1. Report length 40 to 60 pages.
2. Alignment – Justifiable
3. Font Size - 12
4. Font Times – Times New Roman
5. Line Spacing – 1.5

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M.A. Part II: Semester-III (Core Course)

3T1: Economic Growth, Development and Planning – I

Module 1: Concepts of Economic Development

Economic Development and Growth- meaning, indicators, Factors and measurements
Characteristics of Underdeveloped, Developing and Developed countries
Obstacles to Economic Development and Growth
Human Development Indices: PQLI and HDI

Module 2: Issues in Economic Development and Growth

Features of Modern Economic growth, Modern Growth and the rise in International Inequalities, Convergence of Development Levels. Chenery's Structural Changes under Development
Economic growth and Income Distribution- Kuznet's hypothesis, Economic Growth and Social Justice

Module 3 : Theories of Economic Development - I

Classical theory: Adam Smith and Malthus and Ricardo,
Schumpeter's theory of Development, Rostow Stages of Economic Growth, Marx theory of Economic Development,
Lewis Theory of Unlimited Supply of Labour, Keynes theory of underdeveloped country, Big Push Theory, Theory of Balanced and Unbalanced Growth (Hirschmans), Dualistic theory.

Module 4 : Theories of Economic Development– II

Myrdal's Theory of Circular Causation, Harrod-Domar Model, Kaldor model of Distribution, Joan Robinsons model of Capital Accumulation, Solow's model of Long run Growth, Meades Neo Classical Model of Economic Growth, Models of Technical Change, Golden Rule of Accumulation.

Books Recommended

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



M.A. Part II: Semester-III (Core Course)

3T2: International Trade and Finance- I

Module 1: Theories of trade:

Meaning, Salient Features and Importance of International and inter-regional Trade. Theories of absolute advantage, comparative advantage and opportunity costs, J.S. Mill's Theory of Reciprocal Demand; Heckscher-Ohlin Model. Role of dynamic factors, i.e., changes in tastes, technology and factor endowments.

Module 2: Recent developments in international trade theories:

Factor Price equalization theorem; Rybczynski theorem; Leontief paradox. Kravis theory of availability; Linder's demand hypothesis; Posner Technological gap (Imitation-gap) theories of trade; Vernon's Product Cycle Hypothesis; Kenen's theory and Emmanuel's theory. Gravity model of Trade, Krugman's theory Economic Geography. Intra-industry trade- Meaning and measurement.

Module 3: Gains from trade:

Trade as an engine of economic growth. Terms of Trade: Meaning, Types, Importance, uses, factors affecting terms of trade, causes of adverse terms of trade and their remedies. Gains from trade: meaning, factors affecting gains from trade and the measurement of gains and their distribution; Hypothesis of secular deterioration of terms of trade, its empirical relevance and policy implications for less developed countries;

Module 4: Trade and Growth:

Effects of growth on trade: consumption & production effects on international trade. Effect of growth on terms of trade The effects of growth on small countries; The Effects of Growth on Large Countries; Immiserizing growth. Export-led growth. Technical progress and international trade- Neutral technical progress, capital-saving technical progress, Labour-saving technical progress.

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.

M.A. Part II: Semester-III
(Elective Course - Group E)
3T3: Financial Institutions and Markets-I

Module 1: Introduction of Indian Financial System:

Nature & Role, Functions, Structure of Financial System. Equilibrium in financial Markets. Financial System and Economic Development. Meaning and Indicators of financial developments. Reforms in financial system (Narasimham Committee Report 1991 and 1998). Financial inclusion: meaning, need and initiatives.

Module 2: Structure of Interest Rates

Theories of level of interest rate determination. Term Structure of Interest rates: meaning and theories of structure of interest rates and determinants of general structure of interest rates. Interest rates in India: Administered & Deregulation of interest rates, Features & Trends of interest rates in India. Appropriate interest rate policy.

Module 3: Banking in India:

Growth and structure of banking in India 1970. Asset Liability Management of Commercial Banks, Management of NPAs, Diversification on Commercial Banking, Profitability and Productivity of Commercial Banks in India, Co-operative Banks – Structure, Performance and Policy.

The Reserve Bank of India: Roles and Functions, Monetary Policy of the RBI, Techniques of Monetary Control, Recent Policy Developments, Liquidity Adjustment Facility (LAF).

Module 4: Development Banking:

Development Banks-Role and functions & performance. Non Banking Financial Intermediaries: functions, types and significance. Small Savings: Concept & importance & types. Provident funds and pensions funds. Mutual Funds: Concept, importance & types. Investment banks and Merchant banks. Insurance: origin & development. Role and functions of IRDA.

Books Recommended:

1. Bhole L M, 5th edition, Financial Institutions & Markets, Tata McGraw, New Delhi.
2. Khan, M.Y., Indian Financial System, Tata McGraw Hill, New Delhi.
3. Pathak Bharti, 2009, Indian Financial System, Pearson Education Publication, New Delhi
4. Shrivastava P.K., Banking Theory and Practice, Himalaya Publishing House, New Delhi, 2009.
5. RBI Bulletin and various RBI Report.



**M.A. Part II Semester-III
(Elective Course - Group E)
3T4: Gender Economics**

Module-1: Women and Labour Markets

Factors affecting female entry in labour market,

Supply and demand for female labour in developed and developing countries, particularly India, Female work participation in agriculture, non-agricultural rural activities, informal sector, cottage and small scale industries, organised industry and services sector.

Wage differentials in female activities, Determinants of wage differentials - gender, education, skill, productivity, efficiency, opportunity, Structures of wages across regions and economic sectors.

Module-2: Women in Decision Making:

Factors affecting decision making by women; property rights, access to and control over economic resources, assets;

Women's work participation in general and in various sectors such as agriculture, non-agricultural rural activities, small and cottage industries and organised industry.

Power of decision making at household, class, community level;

Economic status of women and its effect on work-participation rate, income level, health, and education in developing countries and India.

Module- 3: Social Security and Social Protection for Women

Social security of women - ensuring economic independence and risk coverage. Access to credit and insurance markets;

Role of voluntary organisations and self help groups in providing social security.

Labour market biases and gender discrimination; Effectiveness of collective bargaining.

Review of legislation for women's entitlements, protection of property rights and social security.

Schemes of safety nets for women; Need for female labour unions. 3.9 Affirmative action for women and improvement in their economic and social status.

Module- 4: Gender Planning, Development Policies and Governance

Gender and development indices; Mainstreaming gender into development policies.

Gender planning techniques; Democratic decentralisation (Panchayats) and women's empowerment in India;

Eco-feminism: meaning and origin of this concept, Concept and analysis of women's work;

Valuation of productive work and unproductive; visible and invisible work; paid and unpaid work; economically productive and socially productive work; Female contribution to National Income.

Books recommended:



1. Boserup, E.: Women's Role in Economic Development, George Allen and Unwin, London, 1970.
2. Government of India:: Towards Equality Report of the Committee on the status of women in India, Department of Social Welfare, Ministry of Education and Social Welfare, New Delhi, 1974.
3. Krishnaraj, M.: Gender, Population and R.M, Sudarshan & A Shariff Development, Oxford University Press, New Delhi, 1999.
4. Seth, M.: Women and Development: The Indian Experience, Sage Publications, New Delhi, 2000.
5. Srinivansan K. and: India : Towards Population and Development Goals, Oxford University Press, New Delhi, 1998.
6. Wazir, R.: The Gender Gap in Basic Education: NGOs as Change Agents, Sage Publications, New Delhi, 2000.
7. Mishra, S.: Voluntary Action in Health and population: The Dynamics of Social Transition, Sage publications, New Delhi. 2000.
8. Sen, A.K: Gender and Cooperative Conflicts in Tinker (Ed.) Persistent Inequalities: Women and World Development, Oxford University Press, New York, 1990.
9. Papola, T.S. and A.N Sharma: Gender and Employment in (Eds.) India, Vikas Publishing House, New Delhi, 1999.
10. Krishnaraj M R, M Sudarshan and A Shariff (1999): Gender, Population and Development.
11. Srinivasa K and A Shroff (1998): India: Towards Population and Development Goals, Oxford University Press, New Delhi.
12. Wazir R (2000): The Gender Gap in Basic Education: NGOs as Change Agents, Sage Publications, New Delhi.
13. Kabeer, N (1994): Reversed Realities: Gender Hierarchies in Development Thought, Kali for Women, New Delhi.
14. Seth, M. (2000): Women and Development: The Indian Experience, Sage Publications, New Delhi. Kabeer, N and R Subramanyam (Ed.) (1999): Institutions, Relations and Outcomes: A Framework and Case Studies for Gender-aware Planning, Kali for Women, New Delhi.
15. Radcliffe, N and E Mingione (Eds.) (1985): Beyond Employment: Household, Gender and Subsistence, Basil Blackwell, Oxford.
16. Amsden, A H (Ed.) (1980): The Economics of Women and Work, Penguin,
17. Harmondsworth. Baud, I S A (1992): Forms of Production and Women's Labour: Gender Aspects of Industrialisation in India and Mexico, Sage Publications, New Delhi.
18. Custers, P (1997): Capital Accumulation and Women's Labour in Asian Economies, Vistaar, New Delhi.



**M.A. Part II: Semester-III
(Elective Course - Group E)
3T5: Labour Economics**

Module 1: Labour & Labour Markets:

Labour market - Concept, Nature, scope, types, characteristics, objective & importance

Labour Markets in developing countries,

Demand & Supply of Labour in relations to growth of Labour Force;

Labour Problems- agricultural, industrial, unorganised sector, Women & Child workers

Measures taken by Government to reduce labour problems; Labour Market policies; Mobility, Migration,

Impact of globalisation, impact of economic reforms on labour, impact of rationalization

Theories & models of labour market; Rationalization

Module 2: Employment, Unemployment & Schemes

Employment and developing relationship- Poverty and unemployment in developing

Countries; Employment exchange & committees

Unemployment –concept, types, causes and remedies. Absolute & Relative poverty in India

Technological Change and Modernization of Employment in Organised Private Industry;

Employment in Public & Private Sector Industry,

Educated unemployment, Employment oriented strategy during planning period

Relationship between employment & economic development

Government policy for removing unemployment

Major Employment Alleviation Programmes

Module 3: Wage Theories & Determination:

Wage- concept, scope, aspect, types, characteristics & efficiency of labour

Wage Determination Theory: Classical & Neo-Classical

Collective Bargaining Theory, Concepts of Minimum Wage, substance wage, living

Wage & Fair Wage, wage fund theory, marginal productivity wage theory, Demand &

Supply theory of wages

Wage Board;

Labour Markets Discrimination. Analysis of Rigidity in Labour Markets,

Bonus System and Profit Sharing

Module 4: Industrial Relations in India

Industrial Relations: Concept, Scope, Aspects, Component, Importance, objective & problem

Features of Indian Industrial relation, Role of government in industrial relation

Labour Unions: Growth, Pattern and Structure in India

Trade Union: objective, functions, characteristics, structure, importance, limitation;

Social security; labour welfare; exit policy;



International Labour Organization- Introduction, Constitution, Objectives, principles, Functions, role & impacts of ILO on Indian labour.

National Labour Commission, Manpower planning, Personal Management

Industrial Disputes: Concepts, types, causes, Impacts, prevention & dispute settlements

Collective Bargaining - Concept, objective, Importance, types, features, and limitations

Books Recommended:

1 Bhagoliwal T.N. (2002), Economics of Labour and Industrial Relations: SahityaBhavan, 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.



**M.A. Part II: Semester-III
(Elective Course - Group E)**

3T6: Poverty and Income Distribution

Module -1 Measuring poverty and Inequality

Concept of Poverty and Inequality, Different dimensions of Inequality,

Measuring Inequality- Size distributions, Lorenz curves, Gini coefficients and aggregate measures of inequality, Functional distributions

Measuring Absolute Poverty -Headcount Index, Total Poverty Gap, Average Poverty Gap, Normalized Poverty Gap, Average Income Shortfall, Normalized income Shortfall, The Foster-Greer- Thorbecke Measure

Alternative approach to measuring Poverty -Human Poverty Index, Multidimensional poverty Index

Module -2 Growth, Poverty and Income Distribution

Poverty, inequality and social welfare, Dualistic Development and Shifting Lorenz Curves

Growth and Inequality- Kuznets's Inverted-U Hypothesis

Absolute Poverty: Extent and Magnitude,

Economic Characteristics of High-Poverty Groups- Rural Poverty, Women and Poverty, Ethnic Minorities, Indigenous Populations and Poverty

Module- 3 Poverty and Income Inequality in India

Concept of poverty line- Poverty Estimations in India, Economic Reforms and Reduction of Poverty,

Poverty and trickle down in the rural sector; Need for Redefining Poverty line;

Pattern of Income Distribution in India, Dis-equalising growth during the Economic Reform Period;

Causes and consequences of Inequalities in India.

Module- 4 Policy Options on Income Inequality and Poverty

Some basic Considerations- Areas of Intervention, Altering the Functional Distribution of Income through Relative Factor Prices, Modifying the Size Distribution through Increasing Assets of the Poor, Progressive Income and Wealth Taxes, Direct Transfer Payments and the Public Provision of Goods and Services; Employment generation and wages, Human Capital formation,

Safety Nets for poor- poverty Alleviation Programmes in India,

Strategy of poverty alleviation- Target growth approach, basic needs approach
Government Policy and Measures for reduction of income inequality.

Books Recommended:

1. Todaro M.P. and Smith S.C.(2012): Economic Development, Pearson, Addison-Wesley.
2. Datwala M.L. Poverty in India, Then and Now, 1870-1970.
3. Dandekar and Rath(1971): Poverty in India.



4. Deb Raj Ray (1998): Development Economics, Oxford Uni. Press.
5. Sen A. K. : On Economic Inequality, Oxford Press.
6. Dudley Jackson (1972): Poverty, Macmillan studies, Macmillan Press.
7. Jain T. L. (1987): poverty in India, ESS Pub.
8. Millennium Development Goals, India Country Report 2014, Govt. of India.

M.A. Part II: Semester-III
(Elective Course - Group E)
3T7: Basic Econometrics

Module 1: Basic Econometrics

Econometrics- Meaning, Nature, Scope, Importance. Methodology of Econometrics, Structure of Economic Data, Statistical Inference – Estimation and Testing of Hypothesis.

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;

Module 2: Problems in Regression Analysis

Problems in Regression -Multicollinearity, Autocorrelation Heteroscedasticity-Meaning, Nature, Consequences and Remedial Measures

Model Specification and Diagnostic Testing

Module 3: Regressions with Qualitative Independent Variables

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,

Applications - The LPM, Logit, Probit and Tobit Models

Module 4 : Dynamic Econometric Models

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

Books Recommended:

1. Gujarati D.N., Basic Econometrics, McGraw Hill, New Delhi.
2. Dongherty C (1992), Introduction to Econometrics, Oxford University Press, New York.
3. Koutsoyiannis, 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,



**M.A. Part II: Semester-III
(Foundation Course)
(For the students of other Department)
3T8: Economics- I**

Module 1: Micro Economics

Introduction to Economics-Concepts and Scope of Economics, Micro and Macro Economics
Demand and Supply Analysis, Elasticity of Demand and Supply
Utility analysis - law of diminishing marginal utility, law of equi-marginal utility
Indifference curve Approach, Consumer Equilibrium,
Production function- short run and long run
Cost analysis – meaning and types and Revenue Analysis- meaning, types and relationship.
Market Structure-features

Module 2: Macro Economics

Introduction to Macro Economics, Concept and measurement of National Income, Theory of effective Demand, Consumption Function, Investment Function, Introduction to trade cycle, Major economic crises. Inflation and deflation – meaning, types and causes

Module 3: Banking and Financial system

Banking systems in India- Commercial Banks – Functions, credit creation and its limitations, Central bank of India – Functions, qualitative and quantitative methods credit control, Monetary and Fiscal Policy-objectives and instruments. Indian financial systems-structure, Role, and functions, Types of financial markets in India

Module 4: Public Finance

Public Finance – Concept, Scope, Types of goods –Public, private, Social, Mixed, merit
Maximum Social Advantage and Market Failure, Role of Government – Expenditure and Revenue, Budget – concept, types. Central – state relation, Finance Commission

Books Recommended:

1. Ahuja H. L., Advanced Economic Theory : Microeconomics Analysis, 13th Edition, S. Chand and Co. Ltd., New Delhi.
2. Baumol, W.J. 91982), Economics Theory and Operations Analysis, Prentice Hall of India, New Delhi.
3. Dewett K. K., Modern Economic Theory, S. Chand & Company Ltd., Revised Edition, 2005.
4. Jhingan M. L., Micro Economic Analysis, Vrinda Publications
5. Bhatia, H.L. (2000): Public Finance, Vikas Publishing House Pvt. Ltd. Delhi.
6. Bharti Pathak : Indian financial system, Pearson publication



7. Jhingan M.L., Money, Banking, International trade and Public Finance, 8th Edition, Vrinda Pub, New Delhi.

**M.A. Part II: Semester-III
(Core Course - Group F)**

3T9- : International Monetary System & Finance

Module 1: Balance of Payments:

Meaning and Components- Different Concept of Equilibrium of B.O.P - Factor Causes for Disequilibrium in B.O.P - Equilibrium of B.O.P under Gold Standard - Devaluation and Depreciation - Lerner elasticity approach, absorption approach, monetary approach, Internal and External Balance.

Module 2: Exchange Rate:

Principles of Exchange Rate Determination(P.P.P. Theory , B.O.P. Theory), causes of change in Exchange rate. Meaning, Merits & Demerits of Fixed, Flexible and Hybrid Exchange Rate , Revaluation and Devaluation, Appreciation and Depreciation. Foreign Exchange Market.

Module 3: International Monetary system:

Rise and fall of Bretton Wood and the emerging International Monetary system. International Monetary Fund (IMF): Objectives, Problems – Crises and Reforms in International Monetary System, Special Drawing Rights , Evaluation of IMF, Important International Financial Crisis and the role of IMF (Oil crisis, International debt crisis, South East Asian crisis, Brazil Argentina and Mexico, Russia and Eastern Europe, The sub-prime crisis)

Module 4: Foreign Trade Policies

Foreign Trade Policies in India in Liberalized Economic Scenario, Problems relating foreign Trade in India, Exchange rate Policy of India. Controls on Foreign Exchange- Objectives & Methods of Exchange Control. Exchange rate Policy of India., Rupee Convertibility.

Books Recommended:

1. Cherunilam, Francis (2001), International Economics, Tata McGraw-Hill Publishing Company Limited, New Delhi.
2. Jhingan M. L. (2015), "International Economics", Vrunda Publications, New Delhi.
3. Salvatore, D. (1997), International Economics, Prentice Hall, Upper Saddle River, N.J., New York.
4. Soderston, Bo (1991), International Economics, The Macmillan Press Ltd., London.
5. Krugman, P.R. and M. Obstfeld (1994), International Economics: Theory and Policy, Glenview, Foresman.



**M.A. Part II: Semester-III
(Core Course - Group E)
3T10: Research Methodology- I**

Module I -Introduction to Research

Meaning, Characteristics of Research, Pure and applied Research in Social Science, Need of Research in Business and Social Sciences, importance and utility of Social Science Research, Objectives of Research;

Types of Research: Basic Research, Applied Research, Descriptive Research, Analytical Research and Empirical Research;

Issues and Problems in Social Science Research.

Module II-Research Methodology

Meaning of Research Methodology;

Research Process,

Research Problem- Meaning, need and formulation

Hypothesis- Meaning, types and Formulation

Module III-Research Design and Sample Design

Research Design –Meaning, Types and Significance

Sample Design –Meaning and Significance Essentials of a good sampling

Stages in Sample design

Sampling methods/techniques, Sampling Errors

Module IV-Methods and Techniques of Data Collection

Sources of Data: Primary Data –Meaning, Significance and Limitations, Secondary Data – Meaning, Significance and Limitations;

Collection of Primary Data: Observation method, Survey through Questionnaire, Interview Technique

Collection of Secondary Data: Factors influencing choice of method of data collection;

Designing of questionnaire - Meaning, types of questionnaire, Stages in questionnaire designing, Essentials of a good questionnaire.

Books Recommended:

1. Wilkinson and Bhandarkar -Methodology and Techniques of Social research –Pauline, Young-Scientific Social Surveys and Research
2. Goode and Hatt -Methods in Social Surveys and Research
3. Krishnaswamy K.N. and Appalyer Sivakumar (2009): Management Research Methodology, Pearson Education Publication, New Delhi.
4. Sharma Prasad and Satyanarayana (ed) Research Methods in Social Sciences



Yeshwant Rural Education Society's

YeshwantMahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

5. Moser and Kalton -Survey Methods in Social Investigations
6. Sadhu and Singh -Research Methodology in Social Sciences
7. Kurein C. T.: A Guide to Research in Economics.
8. Devendra Thakur-Research Methodology in Social Sciences
9. Basotia G.R. Sharma K.K.-Research Methodology.





M.A. Part -II : Semester-IV (Core Course)
4T1:Economic Growth, Development and Planning – II

Module 1 : Domestic Measures for Economic Development - I

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.

Module 2 : Domestic and International Measures for Economic Development - II

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)

Module 3 : Problems of Development Planning

Economic Planning: Meaning, Types, requisites and Problems,

Choice of techniques, Transfer of Technology,

Investment Criteria in economic Development

Shadow Prices-Meaning, Need and Principals

Application of Input-Output analysis and Linear Programming in Planning

Module 4 :Development and Planning in India

The strategy of Development Plan

Financing of Five Years Plan, Assesment of Indian Planning,

Agricultural, Industrial and Infrastructural development during Planning Period.

NITI Aayog – Aims, Objectives, Functions and Structure.

Status of income inequality and poverty during the planning period.

Books Recommended



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 McMillan, 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

M.A. Part -II: Semester-IV (Core Course) 4T2: International Trade and Finance- II

Module 1: Trade Restrictions :

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.

Module -2: Economic Integration & international organizations:

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 WTO: structure, functions, major agreements, dispute settlement mechanism, Expected effects on the Indian economy. Other organizations: UNCTAD, IMF, World Bank and Asian Development Bank – Their Achievements and failures.

Module 3: Balance of Payment & Foreign Exchange system:

Balance of Payment: Concept and components; disequilibrium in balance of Payments- Causes of disequilibrium. Traditional, absorption and monetary approaches for adjustment in balance of payment. Foreign Trade Multiplier-concept and working. Foreign exchange rate: meaning, types. Exchange Rate Theories: Mint Par Parity Theory, Purchasing Power Parity Theory. Optimum currency area.



Module 4: Foreign Capital & Trade Policies in India

FDI: Concept and Effects of FDI. MNCs: Role, working and regulations of MNCs in India. Recent changes in the direction and compositions of trade and their implication, Instruments of export promotion and recent import and export policies of India.

Books Recommended:

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.

M.A. Part -II : Semester-IV

(Elective Course- Group G)

4T3: Financial Institutions and Markets-II

Module 1: Money Market

Meaning, Function and instrument of the money market, Meaning, function and instruments of capital market, Distinction & relationship between money and capital market. Defects and Suggestions to Improve Indian Money Market; Recent Developments in Indian Money Market.

Module 2: Primary Capital Market

Functions, Structure, Importance, Factors affecting development of Indian capital market. Primary Capital Market in India: Methods of issue of new shares- Public Issue, Right issue & Private placement. Free pricing regime, book-building, green-shoe option, on-line IPOs. Reforms in Primary Capital Market. Recent trends in



Primary market. SEBI and its role in the market.

Module 3: Secondary Capital Market

Meaning, functions of secondary market. Regulations in secondary capital markets. Trading system- Clearing and settlement mechanisms; Stock exchanges in India & their Functions ; Dematerialization of shares; Debt market in India: Characteristics, components, problems Derivative market: Meaning, types & uses.

Module 4: International Financial Markets

Foreign Exchange Market:, Nature and role of foreign exchange market, players in the market rates. Recent trends in exchange rates and its impact on India Rise and fall of Bretton wood Institutions. International financial flows: types, importance and problems. Euro-dollar and Euro-Currency markets: their developmental role and regulation at the International level. Global Financial Crisis 2008- Its causes and impact on developing and developed economies

Books Recommended:

1. Bhole L M, 5th edition, Financial Institutions & Markets, Tata McGraw, New Delhi.
2. Khan, M.Y., Indian Financial System, Tata McGraw Hill, New Delhi.
3. Pathak Bharti, 2009, Indian Financial System, Pearson Education Publication, New Delhi
4. Shrivastava P.K., Banking Theory and Practice, Himalaya Publishing House, New Delhi, 2009.
5. RBI Bulletin and various RBI Report.



**M.A. Part -II: Semester-IV
(Elective Course- Group G)
4T4 : Economics of Marketing**

Module 1 Introduction to Marketing:

Meaning of Market and Marketing-Goals or objective of Marketing-Marketing functions.

Marketing Management: Meaning, philosophies: production, product, selling and marketing concept.

Marketing planning – Marketing Environment-Market Segmentation

Consumer Behaviour: Types of buying situations, participants factors, buying process.

Module 2 : Marketing Mix:

Concepts, components: Product mix, price mix, promotion mix and place mix.

Product: Meaning, product planning, product positioning

New product development - product life cycle.

Pricing: pricing objectives- Factors- Methods and procedures.

Module 3 : Advertising and Sales Promotion:

Meaning of promotion mix-Components of promotion mix.

Advertising: Message, advertisement budgeting-Sales promotion, personal selling and publicity.

Purpose and scope of Advertising - Major decisions on advertising.

Choice of Media - Advertising Budget, Sales Promotion measures – AIDAS formula

Module 4 : Distribution:

Sales Force - Task of Salesman - Size of Sales Force - Recruiting - Training - Motivation

Evaluation of sales force.

Channels of Distribution-Need, functions, types, evaluating the channel alternatives

Physical Distribution: Objectives, order processing, transport, storages and warehousing, inventory control.

Marketing control: Meaning, types, steps essentials of effective marketing control

Marketing & Society: Consumer protection: Needs, Methods of consumer



protection , consumer protection in India.

Books Recommended :

1. Cravens., Marketing Management (Irvin Publishers, 1988)
2. Joseph P. Guiltiman., Marketing Management (New York: McGraw Hill Co 1997)
3. Malhotra., Marketing Management (Amol Publication 1997)
4. Neelamegam., Marketing Management and the Indian Economy (New Delhi: VikasPublilhers 1970).
5. Philip Kotler., „Marketing Management (New Delhi: Prentice Hall 1988)
6. Philip Kotler: : Principles of Marketing-Prentice of India Private Limited. New Delhi
7. Pillai and Bhagavathi., Marketing Management (New Delhi: Chand & Co 1999)
8. Davar R.S.: Modern Marketing Management – Progressive Corporation, Bombay.
9. Rajan Nair., Marketing Management (New Delhi: Chand & Co 1993) Rustom, S.Davar., Modern Marketing Management (New Delhi: Progressive Corporation 1982)
10. Jha S.M.& : Marketing Management in Indian
11. Singh S.P.Perspective - Himalaya Publishing House. Delhi.
12. Stanton., Fundamental of Marketing (New York: McGraw Hill 1987)



M.A. Part -II: Semester-IV
(Elective Course- Group G)
4T5: Computer Application in Economics

Module 1: Introduction to Computers

Introduction: Meaning, Characteristics, types of Computers, The Evolution of Computers, and The Computer Generations.

Components of a computer : Basic components of computer – Input-output devices : CPU, keyboard, mouse & Scanner, video display, printers and plotters, data storage and retrieval, hard disk, Floppy disk and CD ROM;

Classification of Computers: Notebook Computers, Personal Computers (PCs), Workstations, Mainframe Systems, Supercomputers and Clients and Servers

Module 2: Introduction to Operating System

Operating System: Microsoft Disk Operating Systems (MS DOS), Operating System - Objectives, Features and Characteristics of Operating System, Computer Network, Working of My Documents, My computer, Internet Explorer, Network Neighbourhood. Features, working and facilities in MS-Word, MS-Excel, MS-PowerPoint.

Module 3: Statistical Analysis of Data

Data: Meaning, types and sources of data, Data Base Management Systems (DBMS), Relational Database Management System (RDBMS)

Use of software packages in analyzing data, obtaining results and presenting them in meaningful and interpretable forms, Statistical Packages for Social Sciences.



Module 4 : Application in Finance & Economics and Internet

On line Banking: ATM's, Electronic stock exchange,

Electronic trading, Data sharing and decimation, Electronic trading –B2B, B2C and C2C.

Introduction to Internet. Application of Internet (WWW, E-mail), Use of Internet in Research.

Books Recommended :

- 1 Atul Kahate, Information Technology and Numerical Methods, Tata McGraw Hill, New Delhi, 2003.
- 2 Dass and Singh (2006): Introduction to Computers, Shree Publishers and Distributors, New Delhi.
- 3 Garden B.Davis, Computer data processing, Tata Mc.Grawa Hill Publishing Co., Ltd., New Delhi.
- 4 James Senn, Analysis and Design of information systems, Tata McGraw Hill Publishing Co., New
- 5 Kalicharan, Noel: Introduction to Computers, Cambridge University Press.
- 6 Kathuinemurray, BPB Publications, Mastering PowerPoint 4 for Windows.
- 7 Norton Peter: Introduction to Computers, Tata McGraw Hill, New York.
- 8 Rajaraman, V. (1996), Fundamentals of Computers, prentice Hall of Indian, New Delhi.
- 9 Sanders, D.H. (1988): computers Today, McGraw Hill, New York.
- 10 Saxena, Sanjay: A First Course in Computers, Prentice hall of India, New Delhi
- 11 Sinha P.K. (1992), Computer Fundamentals, BPB Publications, New Delhi.

M.A. Part – II : Semester – IV

(Elective Course- Group G)

4T6: Rural Development

Module 1: Nature and Scope of Rural Development

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: Gandian and PURA.

Rural Administrative Machinery- 73rd Constitutional Amendment

Module 2: Problem of Rural Development

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

Module 3: Financing Rural Development:



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

Module 4: Rural Development Strategies and Programmes

Diversification of Agriculture-Dairy Farming, Fishery, and Farm Forestry

Rural Industrialisation- Importance, Programmes, Technological change

Review of Poverty Alleviation and Employment Generation Programmes in India,

Wage Employment Programmes - IRDP- DWCRA- NREP- TRYSEM, MGNREGA, 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 Recommended:

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, Himayala Publishing House, Mumbai..
4. 10. 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.
9. डॉ. कन्हाडेबी. एम. **समाजशास्त्र : प्रश्न व समस्या** पिंपळापुरे अॅण्ड कं. पब्लिशर्स, नागपूर 2009
10. डॉ. आगलावे, **प्रदिप भारतीय समाज-प्रश्न आणि समस्या 2002**
11. डॉ. महाजन, **संजिव आधुनिक भारत में समाजिक परिवर्तन** अर्जुन पब्लिशिंग हाउस, अंसारी रोड, दरियागंज, नई दिल्ली 2001
12. प्रा. डॉ. बोबडे, **प्रकाश भारतीय समाज रचना: पारंपारिक आधुनिक** श्री. मंगेश प्रकाशन, श्री. शांती दुर्गानिवास, 23 नवीरामदास पेठ, नागपूर 1998
13. डॉ. कन्हाडेबी. एम. **ग्रामीण व नागरी समाजशास्त्र** पिंपळापुरे अॅण्ड कं. पब्लिशर्स, नागपूर 2005
14. डॉ. झामरेजी. एन. **भारतीय अर्थव्यवस्था, विकास व पर्यावरणात्मक अर्थशास्त्र** पिंपळापुरे अॅण्ड कं. पब्लिशर्स, नागपूर 2006



M.A. Part – II : Semester – IV
(Elective Course- Group G)
4T7: Advanced Econometrics

Module 1: Simultaneous Equation Models

Simultaneous Equation Model – Meaning, Nature, Consequences, Simultaneous equation bias and inconsistency of OLS estimates;

The Identification Problem- Rules of Identification – Order and Rank Conditions;

Methods of Simultaneous Equation- Reduced form, Instrumental Variable and 2SLS

Module 2: Time Series Analysis

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.

Co-integration and Error Correction models

Module 3: Panel Data Techniques

Panel Data Techniques- Meaning- Nature, and Importance

Estimation of Panel Data Regression-Random Effects Model and Fixed Effects Model; Applications of Panel Data in Economic Analysis

Module 4: Multivariate Analysis

Multivariate Analysis- Introduction and Applications in economics, Principal Component Analysis, Discriminant Analysis and Factor Analysis

Books Recommended:

1. Gujarati D.N., Basic Econometrics, McGraw Hill, New Delhi.
2. Dongherty C (1992), Introduction to Econometrics, oxford University Press, New York.
3. Koutsoyiannis, A. (1977), Theory of Econometrics (2nd ed), The Macmillan Press Ltd., London.
4. William H. Greene. (2008) Econometric Analysis. Pearson Education Publication New Delhi
5. Wooldridge, J., (2009) Introductory Econometrics: A Modern Approach, Cengage Learning Publication.
6. Johnson Richard and Wichern Dean (2014), 'Applied Multivariate Statistical Analysis,' PHI Learning Pvt. Ltd. Delhi
7. Dhanasekaran K., (2014) Econometrics (Ed. 2), Vrinda Publication, New Delhi,



**M.A. Part – II : Semester – IV
(Foundation Course)
(For the students of other Department)
4T8: Economics-II**

Unit I: International Trade & foreign exchange market: Meaning, importance and reasons for International trade. Free trade vs. protected trade. Balance of Payments – concept, reasons for disequilibrium and methods to correct it. Foreign exchange rates- meaning, determination of foreign exchange rates, Causes of changes in foreign exchange rate. Fixed and flexible exchange rate policy- meaning, merits and demerits.

Unit II: Economic Growth: Economic Development and Growth- meaning, indicators, Factors and measurements Characteristics of Developing and Developed countries Sustainable Development- concept and importance, Characteristics of Developing Countries, Human Development Indices: PQLI and HDI.

Unit III: Indian Economy: Features and Characteristics of the Indian Economy, Demographic features. Growth and Structural Change in the Indian Economy. Objectives and strategy of planning in India. Failures and achievements of Plans.

Unit IV: Economy of Maharashtra: Features of Economy of Maharashtra: Gross State and Per Capita Income, Demographic Features, HDI. Sectoral composition of Maharashtra: Agriculture, Industry, Cooperative Sector. Structural changes in the Economy of Maharashtra. Regional Disparity in Maharashtra.

Books Recommended:

1. Jhingan M.L., Money, Banking, International trade and Public Finance, 8th Edition, Vrinda Pub, New Delhi.
2. Bhatia, H.L. (2000): Public Finance, Vikas Publishing House Pvt. Ltd. Delhi.
3. Bharti Pathak : Indian financial system, Pearson publication
4. Economic survey of Maharashtra, Govt. of Maharashtra, DES.
5. Dewett K. K., Modern Economic Theory, S. Chand & Company Ltd., Revised Edition, 2005.



M.A. Part – II : Semester – IV
(Core Course- Group H)
4T9: Welfare Economics

Module 1: Pre-Paretian Welfare Economics

Definition and nature of welfare economics

Pigovian Welfare Economics, Benthamite approach to aggregate welfare

Optimum resource allocation and welfare maximisation

Marshallian welfare economics

Consumer's Surplus; Measurement of Consumer's Surplus —Difficulties involved, Criticism;

Principle of Compensating Variation; Hicks's Consumer's surpluses.

Module 2 :Paretian Welfare Economics – I

Pareto optimality- Optimum exchange conditions,

The consumption optimum, the production optimum,

Infinite number of non- Comparable optima vs unique social optima

Concept of contract curve;

Compensation criteria: contribution of Barone, Kaldor and Hicks

Scitovsky double criteria

Module 3 :Paretian Welfare Economics - II

Concept of community indifference map

Samuelson utility possibility curve

Value judgment and welfare economics

Bergson's social welfare function

Arrow's impossibility theorem

Module 4: Some later developments

Problems of non market interdependence

Externalities of production and consumption

External economies and diseconomies, Problem of public goods.

Divergence between Private and social costs

Marginal cost pricing; Cost-benefit analysis;

Books Recommended :

1. Arrow K.J., Social Choice and Individual Values, Yale University Press, New haven
2. Baumol W.J., Welfare Economics and the theory of the State, Longmans, London
3. Fieldman A. M. Welfare Economics and Social Choice Theory, Martinus Nijhoff Boston
4. Myint H, Theories of Welfare economics, Longman
5. Nicolas B., Economic theory and the Welfare State, Edward Elgar Publishing, UK
6. Quirk J and Saposnik, Introduction to General Equilibrium Theory and Welfare Economics, McGraw Hill, New York



**M.A. Part – II : Semester – IV
(Core Course- Group H)
4T10: Research Methodology- II**

Module 1 -Data Processing and Statistical Analysis

Data Processing Meaning, Significance and problems in data processing

Stages in data processing: Editing, Coding, Classification, Tabulation, Graphical Presentation

Statistical Analysis -Tools & Techniques-Measures of Central Tendency, Dispersion Analysis, Correlation Analysis, Regression Analysis

Module 2-Hypothesis Testing & Interpretation of Data

Testing of Hypothesis: Steps in Hypothesis Testing, Procedure for Testing Hypothesis, Types of

Hypothesis Testing –Parametric –t, f,z,tests Non-Parametric-Chi square, ANOVA

Interpretation of Data-Meaning, Significance and Precautions in data interpretation

Module 3 -Research Report

Research Report: Meaning and Importance of research report writing, Essentials of a good Research Report, Structure/ layout of Research Report, Types of Research Report, Steps in research report writing, Footnotes and Bibliography,

References and Citation methods- APA (American Psychological Association, MLA (Modern Language Association) and CMS (Chicago Manual Style)

Module IV -Ethics and Modern practices in Research

Ethics -Ethical Norms in Research ,Ethical Issues in Research –Plagiarism

Role of Computer in Research- Data sheet preparation –coding, Application of Statistical software – Excel and Mega stat. Introduction to SPSS, creating data Sheet using SPSS, Case analysis using SPSS

References

1. Goode and Hatt -Methods in Social Surveys and Research
2. Wilkinson and Bhandarkar -Methodology and Techniques of Social research
3. Sadhu and Singh -Research Methodology in Social Sciences
4. Kurein C. T. A guide to research in Economics.
5. Research Methodology Text and Cases with SPSS Applications, by Dr S.L. Gupta and Hitesh Gupta, International Book House Pvt Ltd
6. Methodology of Research in Social Sciences, by O.R. Krishnaswami, Himalaya Publishing House
7. Research Methodology, Methods and Techniques by C.R Kothari
8. Research Methodology by Dr Vijay Upagude and Dr Arvind Shende
9. Quantitative Techniques by Dr S. K Khandelwal, International Book House Pvt Ltd
10. Foundations of Social Research and Econometrics Techniques by S.C. Srivastava, Himalaya publishing House
11. Statistical Analysis with Business and Economics Applications, Hold Rinehart & Wrintston, 2nd Edition, New York



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

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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. बसंत आ गया है (निबंध) - डॉ. हजारी प्रसाद 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।

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- 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।

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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 स्यामप्रकाश 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।
- प्रश्रपत्र 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

4 29/08/2022 29/8/2022



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 घेरें (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।



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 अग्रणी 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 करना।

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. हैसो हंसो जल्दी हैसो - रघुवीर सहाय

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इकाई -IV द्रुत वाचन

1. नमक का दारोगा (कहानी) – प्रेमचंद
2. चोरी और प्रायश्चित्त (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, काल्प 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

29/8/2022



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 टाकभौर
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. बस ! बहुत हो चुका - ओमप्रकाश वाल्मीकि

इकाई -III

पत्र लेखन: सरकारी, अर्द्धसरकारी, आवेदन पत्र

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23/06/2022



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. गंदर 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

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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 परिभाषाएँ
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

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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 बासवानी
4. प्रयोजनमूलक हिंदी –दंगल झाल्टे
5. प्रयोजनमूलक हिंदी संरचना और प्रयोग- डॉ. माधव सोनटक्के
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

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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

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29/08/2022



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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 महत्व 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 महत्व
कार्यालयीन हिन्दी की विशेषताएँ

इकाई-II कार्यालयीन पत्राचार

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

13    



- 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 :-
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29/8/2022



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

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B.A. FIRST YEAR

Semester I

PAPER ITI

HISTORY OF INDIA

(From earliest times to 1525 A.D.)

Course Outcomes:-

- CO1. Students understand the Indus river valley civilization and Vedic age in ancient India along with the origin and philosophy of two religions namely Buddhism and Jainism.
- CO2. Students acquire knowledge about the legacy of prominent ancient dynasties in India namely Maurya, Gupta and Vakataka.
- CO3. Students understand establishment and policies of early Islamic Sultanate dynasties in India such as Slave dynasty rulers, Khilji and Tughlaqs.
- CO4. Students perceive knowledge on religious movements in medieval India and further get introduced to architectural style and marvels of Sultanate period.

Unit – 1

- a. The Harappan Civilization – Extent, Town Planning, Social, Religious Condition.
- b. Rig Vedic, Later Vedic Age – Polity, Society, Religious Condition
- c. Jainism, Buddhism – Origin, Tenets

Unit – 2

- a. Chandragupta Maurya – Administration, Ashoka – His Conquests, Dhamma.
- b. The Gupta Dynasty – Chandra Gupta-I, Samudra Gupta, Chandragupta Vikramaditya
- c. Vakataka – Prabhavati Gupta, Pravarsen-I, Harisen, Cultural condition

Unit – 3

- a. Iltutmish : Founder of Slave Dynasty, Balban- Blood and Iron Policy
- b. Alauddin Khilji : Administrative Policy
- c. Mohammad –bin-Tughlaq: His Experiments, Firoz Tughlaq – Administration

Unit – 4

- a. Sufi cult – Tenets, Moinuddin Chisti
- b. Bhakti Movement – Main features, Kabir, Nanak
- c. Architecture of Sultanate period.



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Books Recommended:-

English:-

1. The Wonder that was India – A. L. Basham
2. History & Culture of the Indian people Vols II, III, IV & V (Bharatiya Vidya Bhavan Series) – R. C. Majumdar et al.
3. Ancient India – R. C. Majumdar
4. Ancient India – V.D. Mahajan
5. Ancient Indian History & Culture - S.R. Sharma
6. Medieval India, from Sultanate to the Mughals – Satish Chandra.
7. Delhi Sultanate – A.L. Shrivastava
8. Mughal Empire – A.L. Shrivastava
9. New History of the Marathas Vol. I – G.S. Sardesai.

हिन्दी :-

10. प्राचीन भारत का इतिहास—डॉ. एन. झा और के. एम. श्रीवाली
11. प्राचीन भारत का इतिहास—दिनाथ वर्मा
12. भारत का बृहत् इतिहासभाग १, २ —श्री. नेत्र पाण्डे
13. दिल्ली सल्तनत— ए. एल. श्रीवास्तव
14. मुगल साम्राज्य — ए. एल. श्रीवास्तव
15. मराठों का नवीन इतिहास, खंड १ —गो. स. सरदेसाई

मराठी :-

16. प्राचीन भारत— अ. वि. विश्वरूपे
17. भारताचा इतिहास (प्राचीनकाळ ते १६०५) — श. गो. कोल्हारकर
18. भारताचा प्राचीन व मध्ययुगीन इतिहास— फडनाईक
19. भारताचा इतिहास (प्रारंभापासून इ.स. १७६०) — नी. सो. दीक्षित
20. मध्यकालीन भारत—डवळे, बारगळे
21. मराठी सत्तेचा विकास व नास—प्र. ल. सासवडकर
22. प्राचीन भारताचा सांस्कृतिक व राजकीय इतिहास—आचार्य केशद्रीवार
23. मध्ययुगीन भारत—आचार्य केशद्रीवार
24. भारताचा इतिहास प्रारंभापासून १७६० पर्यंत—डॉ. धनंजय आचार्य



B.A. FIRST YEAR

Semester II

PAPER 2T1

HISTORY OF INDIA: 1526 to 1761 A.D.

Course Outcomes:-

- CO1. Students understand rise and establishment of Mughal dynasty in India.
- CO2. Students become acquaintance on the war of succession of Shahjahan, understand the Deccan Policy of Aurangzeb and get introduced to art and architecture in Mughal India.
- CO3. Students perceive knowledge on establishment of Maratha kingdom under the leadership of Chhatrapati Shivaji Maharaj, Maratha administration system and rule of Chhatrapati Sambhaji Maharaj.
- CO4. Students understand Marathas rule under Peshwas, their decline and consequential rise of English East India Company in India.

Unit – 1

- a. Establishment of Mughal Power – Babur
- b. Sher Shah Suri – His Administrative Reforms
- c. Akbar – Religious Policy, Territorial Expansion

Unit – 2

- a. Shah Jahan – War of Succession
- b. Aurangzeb – Deccan Policy
- c. Art and Architecture

Unit – 3

- a. Shivaji – Relations with Deccan Powers and the Mughals
- b. Shivaji's Coronation and Administration
- c. Chhatrapati Sambhaji – His relations with Mughals

Unit – 4

- a. Maratha War of Independence, Accession of Shahu
- b. Third battle of Panipat – Causes and Consequences
- c. Establishment of East India Company's rule in India



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Books Recommended:-

English:-

1. The Wonder that was India – A. L. Basham
2. History & Culture of the Indian people Vols II, III, IV & V (Bharatiya Vidya Bhavan Series) – R. C. Majumdar et al.
3. Ancient India – R.C. Majumdar
4. Ancient India – V. D. Mahajan
5. Ancient Indian History & Culture – S. R. Sharma
6. Medieval India, from Sultanate to the Mughals – Satish Chandra.
7. Delhi Sultanate – A. L. Shrivastava
8. Mughal Empire – A. L. Shrivastava
9. New History of the Marathas Vol. I – G.S. Sardesai.

हिन्दी :-

१०. प्राचीन भारत का इतिहास—डी. एन. झा और के. एम. श्रीमाली
११. प्राचीन भारत का इतिहास—दिननाथ वर्मा
१२. भारतका बृहत इतिहास भाग १, २ —श्री. नेत्र पाण्डे
१३. दिल्ली सल्तनत— ए. एल. श्रीवास्तव
१४. मुगल साम्राज्य — ए. एल. श्रीवास्तव
१५. मराठों का नवीन इतिहास, खंड १ —गो. स. सरदेसाई

मराठी :-

१६. प्राचीन भारत— अ. वि. विश्वरूपे.
१७. भारताचा इतिहास (प्राचीन काळ ते १६०५) — श. गो. कोल्हाकर
१८. भारताचा प्राचीन व मध्ययुगीन इतिहास— फडनईक
१९. भारताचा इतिहास (प्रारंभापासून इ.स. १७६०) — सी. सी. दीक्षित
२०. मध्यकालीन भारत—दवळे, वारवडे
२१. मराठी सत्तेचा विकास व न्हास—डा. ल. सासवडेकर
२२. प्राचीन भारताचा सांस्कृतिक व राजकीय इतिहास—आचार्य केशदत्तवार
२३. मध्ययुगीन भारत—आचार्य केशदत्तवार
२४. भारताचा इतिहास प्रारंभापासून १७६० पर्यंत—डॉ. धनंजय आचार्य

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Semester-Wise Course Structure

SEMESTER I

CORE COMPULSORY-1

HIS1T1 HISTORIOGRAPHY

Course Outcome-

- CO1. The students understand the meaning and scope of history.
- CO2. The students come to know the sources of History.
- CO3. The students learn methods of writing Ancient World history.
- CO4. The learners would be aware of medieval history writing.

Unit- 1-Introduction

- a. Meaning of Historiography
- b. Allied and Auxiliary Sciences of History
- c. Philosophies of History and Historicism

Unit- 2- Ancient Indian Historiography

- a. Sanskrit Texts- Vedic literature, Itihasa-Purana traditions,
- b. Buddhist sources- Pali texts
- c. Jain sources

Unit- 3-Historiography in Ancient World

- a. Greek Historiography
- b. Roman Historiography
- c. Chinese Historiography

Unit- 4- Medieval Historiography

- a. Arab Historiography
- b. Indo-Persian Historiography
- c. Maratha Historiography

Books Recommended- English

- A Critical Method in Historical Research and Writing - H.C. Hockett
- A History of Historical Writing-H.E. Barnes
- A Study of History-Gardiner Patrick

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- A Text Book of Historiography- Sreedharan
- Alberuni's India - Dr. Edward C. Sachau
- Ancient Indian Historical Tradition - F.E. Pargiter
- Hinduism & Its Sense of History - Arvind Sharma
- Historians of Medieval India - Peter Hardy
- Histories and Historiography During the Reign of Akbar- Harbans Mukhia
- Historiography and Historians of Sultanate Period -Bharti S. Kumar
- Historiography, Religion and State in Medieval India -Satish Chandra
- Historiography - N. Jayapalan.
- Historiography-N. Subramaniam
- History, Historical Thoughts and Historiography – Aroop Chakravarti
- History, its Theory and Method-Sheikh Ali
- Ibn Khaldun - Syed Farid Alatas
- Idea of History - R.G. Collingwood
- IGNOU Materials
- Indo-Persian Historiography - Iqtidar Husain Siddiqui
- Philosophies of History - Robert M. Burns & Hugh Rayment-Pickard
- Philosophy of History - G. Kuppuram
- Research Methodology - K.N. Chitnis
- Research Methodology - Satish Bajaj
- The Greek and Roman Historians - Timothy E. Duff
- The Histories - Herodotus (Tr. George Rawlinson)
- The Muqaddimah - Ibn Khaldun (Tr. Franz Rosenthal)
- The Philosophy of History - G.W.F. Hegel
- The Portable Greek Historians - M.I. Finley
- The Travels of Ibn Battuta - H.A.R. Gibb
- Theories of History - Patrick Gardiner
- What is History-E.H. Carr
- Understanding Itihasa- Sibesh Bhattacharya

Marathi/Hindi

- Itihas Tantra Ani Tatvagyan – Shanta Kothekar
- Itihasache Tatvagyan- Sadashiv Aathvale
- Itihas Lekhan Shastra - Gaikwad, Sardesai, Hanmane
- Sanshodhakacha Mitra - G.H.Khare
- Itihas Lekh - Sreedharan
- Itihas Lekhan, Avadharna, Vidhayenevarn Sadhan -B. K. Shrivastava
- Bharat Ke Pramukh Itihasakar - Dr. S.L. Nagori. Kanta Nagori



CORE COMPULSORY-2

HIS 1T2

CULTURAL HISTORY OF MAHARASHTRA

Course Outcome-

- CO1. The students visualize the geographical boundaries and know about Maharashtra.
- CO2. The Learner knows about the various cults in Maharashtra.
- CO3. The students understand the different facets of cultural literature
- CO4. The students would be aware of the Makers of Modern Maharashtra.

Unit- 1 -Maharashtra as a cultural region

- a. Physical and geographical features
- b. Origin of Marathi people & Language
- c. Nomenclature of Maharashtra

Unit- 2 - Movements and cults: philosophy and teaching

- a. Nath, Mahanubh
- b. Varkari, Ramdasi
- c. Datta, Sufi, Shakt

Unit- 3 - Literature

- a. Bhakti
- b. Panditi
- c. Shahiri, Folk

Unit- 4 - Makers of Modern Maharashtra

- a. Balshastri Jambhokar
- b. Gopal Ganesh Agarkar
- c. Savitribai Phule

Books Recommended-

English

- Social Policy and Social Change in Western India - Ballhatchet, Kenneth.
- Maharashtra - A Profile, Pune - Bhagvat, A.K.
- The Quotidian Revolution - Novetzke Christian Lee
- Creative Pasts - Deshpande Prachi



- Savitribai Phule Pioneer of Women Empowerment-Gopu Sudhakar.
- A Forgotten Liberator: The Life and Times of Savitribai Phule-Braj Ranjan Muni and Pamela Sardar
- Rise of the Maratha Power- M.G. Ranade
- Mysticism in Maharashtra- R.D. Ranade
- Life of Tukarama- Justin Abbott

Marathi/Hindi

- Maharashtra Saraswat, Vol. I and II - Bhawe, V.L.
- Maharashtratil Panch Bhakti Sampradaya - Gosavi, R.R.,
- Marathi Samskruti - Karve, Iravati.
- YadavaKalin Maharashtra - Panse, M.G.
- Maharashtra Samskruti - Sahastabuddhe, P.G.
- Maharashtra Jeevan, Vols. I and II - Sardar, G.B. (ed.),
- Sant Vangmayachi Samajik Phalashruti - Sardar, G.B.
- Maharashtracha Samajika - Sanskritikaltihas - Shenolikar, H.S., and Deshpande, P.N.
- Panch Santa Kavi - Tulpule, S.G.
- Gopal Ganesh Agarkar - Arvind Ganachari
- Savitribai Phule - Samagra Wangmay - Mali M.G.
- Yugpvartak Bulshastri Jambhekar- Kalani Kartuttva - Upadhye N.
- Prachin Marathi Vangmayanecha Itihas(five volumes)- A.N. Deshpande



Core Elective (Only for the student of History) (Select one from Ancient, Medieval and Modern India). A student will select the corresponding paper in subsequent semesters. Like if a student is taking a paper of Ancient India in Semester I, he/she has to take paper on Ancient India in subsequent semesters.

Core Elective

HIS 1T3A

POLITY IN ANCIENT INDIA (From earliest time to 12th Century A.D.)

Course Outcome-

- CO1. The students aware of the sources of History of Ancient India
- CO2. Students understand the Indus river valley civilization and Vedic age in ancient India
- CO3. Students acquire knowledge about the legacy of prominent ancient dynasties in India namely Maurya, Gupta and Gurjars.
- CO4. Students know about Palas, Cholas and Rajput dynasties.

Unit-1

- a. Sanskrit, Pali sources
- b. Sangam Literature as source of History
- c. Foreign Accounts.- Fa-hien, Xuanzang

Unit-2

- a. Indus Valley Civilization
- b. Vedic Society
- c. Mahajanpadas

Unit-3

- a. Maurya and Gupta Polity
- b. Post Gupta.-Harshavardhana
- c. Gurjar Pratiharas

Unit-4

- a. Palas
- b. Cholas
- c. Rajputs

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Books Recommended-

English

- Ancient India - Majumdar R.C.
- Aspects of Political Ideas and Institutions in Ancient Indian - Sharma, R.S.
- Early India, A Concise History - Jha, D.N.
- From Lineage to State, Oxford India Paperbacks - Thapar, R.
- Hindu Polity - K.P. Jaiswal
- History of South India - Sastri, K.A.N.
- India's Ancient Past - Sharma R.S.
- Interpreting Early India - Thapar R.
- The History and Culture of the Indian People, Volume 1-5 - Majumdar R.C.

Marathi/Hindi

- Aspects of Ancient Indian Political Ideas and Institutions - Sharma, R.S., tr. Prachin Bharatatil Rajakiya Vicharani Sanstha - Ranade P.
- Mauryottar wa Guptakalin Rajasvapadhati- G.B. Deglurkar
- Prachin Bharat (in Hindi and Marathi) - Jha, D.N.
- Prachin Bharat mein Rajnitik Vicharevam Sanstha - Sharma R.S.

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HIS1T3.B

POLITY IN MEDIEVAL INDIA (13th-18th Century A.D.)

Course Outcome-

- CO1. The students will aware of sources of writing Medieval India.
- CO2. Students understand establishment and policies of early Islamic Sultanate dynasties in India such as Slave dynasty rulers, Khilji and Tughlaqs.
- CO3. Students understand rise and establishment of Mughal dynasty in India.
- CO4. Students are able to analyze and understand various administrative policies

Unit-1 - Sources

- a. Persian
- b. Regional Language Sources
- c. Travelers Account- Ibn Bhatuta, Niccolao Manucci

Unit-2 - Delhi Sultanate

- a. Foundation and Ilbari Dynasty
- b. The Khiljis, The Tughlaqs
- c. The Lodhis and Downfall of Sultanate

Unit-3- The Mughlas

- a. Babur, Humayun
- b. Akbar, Jahangir
- c. Shahajahan, Aurengzeb

Unit-4- Administrative Structure

- a. Islamic Theory of State and its application in India
- b. The administrative structure of Sultanate
- c. The administrative structure of the Mughals



Recommended Books-

English

- The History and Culture of the Indian People, Vol. 5,6,7 - Majumdar R.C.
- History of India (1000-1707 A.D.) - Srivastava A.
- Advanced study in the history of Medieval India (Vol. 1 to3) -Mehta J.L.
- Political Economy of Commerce, Southern India, 1550-1650 - Subrahmanyam, S.
- Medieval India (2 vols.)- Chandra Satish (also available in Hindi).
- Aspects of Society and Economy in Medieval India - Chitnis, K.N.
- Essays in Indian History – Towards a Marxist Perspective - Habib, I.
- Religion, State and society in Medieval India - Hasan, S. Nurul
- The State in India, 1000-1700 - Kulke, H. (ed.)

Marathi/ Hindi

- Madhyayugin Bharatiya Sankalpanawa Sanstha - Chitnis, K.N.
- Madhyakaleen Bharat: Rajniti, Samaj Aur Sanskar - Chandra S



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HIS 1T3.C

INDIA UNDER COMPANY'S RULE: 1757-1857 A.D.

Course Outcome-

- CO1. The students understand foundation and consolidation of English East India Company rule in India.
- CO2. Students understand expansionist policies adapted by different British Governor Generals in India.
- CO3. Students analyse the various Acts which colonised the Indian subcontinent.
- CO4. Students know about western influence and the Great revolt of 1857.

Unit- 1

- a. India in the mid-18th Century
- b. Battles of Plassey and Buxar
- c. Anglo-Sikh Wars, Anglo- Mysore War

Unit- 2

- a. Subsidiary Alliance System
- b. Policy of Annexation of Indian States
- c. Doctrine of Lapse

Unit- 3

- a. Regulating Act of 1773
- b. Pitt's India Act of 1784
- c. Charter Acts 1813, 1833, 1853

Unit- 4

- a. Introduction of Western Education and Development of Press
- b. Raja Ram Mohan Roy, Brahma Samaj
- c. Revolt of 1857- Causes and Nature



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Books Recommended-

English

- An Advanced History of India - R.C. Majumdar, Raychaudhari, K. K. Dutta
- Modern India - Bipan Chandra
- The Cambridge History of India - H.H. Dodwell
- Indian Society and the Making of the British Empire - C. A. Andrews
- Social Background of Indian Nationalism - A. R. Desai
- From Plassey to Partition - Shekhar Bandopadhyaya
- Social Conditions in Eighteenth Century India - Pushpa Suri
- British Paramountcy and Indian Renaissance - R. C. Majumdar Vol I, II

Marathi, Hindi

- Adhunik Bhartachaltihas 1757-1857 - Dr. Vaidya and Dr. Kothekar,
- Adhunik Bharat kaltihas- Bipan Chandra
- Plassey Se Vibhajan Tak-Shekhar Bandopadhyaya
- Adhunik Bharat - Dinanath Varma

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Open Elective I (Open for the students of all disciplines including History) (Select Any One)

HIS114, A

MODERN WORLD: 1914 to 1950 A.D.

Course Outcome-

- CO1. Students understand diplomatic policies of Germany, causes of First World War and treaty signed between Germany and won Nations.
- CO2. Students understand the peace making efforts initiated in world and emergence of Socialist bloc in Russia communism in China.
- CO3. Students understand diplomatic policies of Germany, Italy and Japan.
- CO4. Students understand causes of Second World War and its effects.

Unit- 1

- a. Origin of First World War
- b. Treaty of Versailles
- c. League of Nations

Unit- 2

- a. Bolshevik Revolution of 1917
- b. Planned Economy in Soviet Russia
- c. China under Kuomintang Rule

Unit- 3

- a. Rise of Nazism in Germany
- b. Fascism in Italy
- c. Militarism in Japan

Unit- 4

- a. Second World War- Causes, Effects
- b. Formation of U.N.O.
- c. Palestine Problem, Establishment of Israel



Books Recommended-

English

- A History of Modern Times - C.D.M. Kettleby
- European History since 1870 - F.W. Benns
- Europe since 1870 – Sidney H. Zabol
- The Age of Conflict, 1914 to the Present - Alberg and Alberg
- International Relations (Part I, Part II) - M.G. Gupta
- The World since 1919 - W.C. Langsam
- Modern World History - Norman Lowe
- Europe and the World 1789- 1945 - S.N. Sen
- Twentieth Century World - L.P. Mathur
- History of Modern Europe - V.D. Mahajan
- Modern World - B.V. Rao

Marathi, Hindi

- Adhunik Jag - Dr. Suman Vaidya
- Adhunik Europe cha Itihas - Dr. A.R. Kulkarni
- Europe Ka Adhunik Itihas – Satyaketu Vidyalkar
- Antarrashtriya Sambandh – Haridatta Vetalankar
- Antarrashtriya Sambandh– MadanGopal Gupta
- Adhunik Vishwa ka Itihas - Dinanath Varma
- Beesavi Sadi Ka Vishva - Dr. Sanjeev Jain
- Cheenva Japan; Rajkiya Itihas - Dr. Yadao Gujar
- Visavya Shatkatel Jag - Dr. Y.N. Kadam

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HIS IT4.B

HERITAGE TOURISM-I

Course Outcome-

- CO1. The students would be aware of about their cultural roots.
- CO2. Learners know about community's historic resources.
- CO3. Students understand the significance of Historical monuments as tourist destination.
- CO4. Students learn about the various tourist resources of Maharashtra.

Unit- 1 - Introduction

- a. Definitions, Meaning and Types of tourism
- b. History and Tourism; Meaning and scope of Heritage tourism
- c. Globalization and its impact on tourism industry, Contribution to GDP

Unit - 2 - Tourist resources of Maharashtra-I

- a. Cave monuments: Ajanta, Ellora, Gharapuri
- b. Hill Stations, Lakes and Costal Areas :Chikhaldara, Mahabaleshwar, Ganpatipule, Lonar Lake
- c. Places of Socio-Religious significance: Pandharpur, Nasik, Ramtek, Markanda, Mozari (Anravati), Sevagram (Wardha)

Unit - 3- Tourist resources of Maharashtra-II

- a. Forts: Raigad, Murud – Janjira, Daulatabad, Gavilgad, Sitabardi, Ballarpur Fort (Chandrapur), Nagardhan
- b. Architectural and Memorial monuments: Gate way of India, Chatrapati Shivaji Terminus, Dikshabhumi, Bibi kaMakbara, Mansar archaeological Site
- c. Forest Tourism; Tadoba, Pench

Unit - 4- Fairs, Festivals, Intangible Heritage, Art & Craft and Role of State

- a. Fairs and Festivals: Ganesh Festival, Nashik Kumbh-Mela, Kalidas Festival and Marabats Festival, Gokul Ashtami – Dahi-Handi Festival
- b. Art, Crafts and Intangible heritage- Warli Paintings, Paithani Saaris, Kolhapuri Chappals, Powada, Lavani, Bharud
- c. Role of Maharashtra Tourism Development Corporation, Tourism Policy of State of Maharashtra



Books Recommended-

English

- A Culture of History of India - Basham, A.L. (Ed)
- The Art and Architecture of India - Rowland, B.
- Studies in Jaina Art, Banaras - Shah, U.P.
- Indian Architecture (Buddhist & Hindu) - Brown Percy
- Cultural Tourism in India-Its Scope and Development - Alchevs, F.Q.
- Tourist India - Kaul, S.N.
- Tourism and Hotel Industry in India - Anand M.M.
- Tourism Development: Principals and practices - Bhatia, A. K.
- Tourism Development in India - Leela Shelly
- Tourism Management - Wahab, S.
- Successful Tourism Planning and Management - Seth, P.N.

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HIS 174.C

TRIBAL HISTORY OF CENTRAL INDIA: 1200 TO 1800 A.D.

Course Outcome-

- CO1. Students will get introduced to indigenous tribal community in Central India and rise of Gond kingship.
- CO2. Students will get information about rise of Gond Power in Deogarh and Kherla region.
- CO3. Students will understand the rise of Gond power in the regions of Sirpur and Ballarpur and their administrative achievements.
- CO4. Students will learn nuances of administration system and Art and Architecture under tribal rulers in Central India in medieval period.

Unit- 1- Gond Dynasty of Garha-Mandla

- a. Origin and Historical background of Tribes
- b. Rise of Gond power at Garha-Mandla
- c. Achievements of Gond kings- Sangram Shah, Rani Durgavati

Unit-2- Gond Dynasty of Deogarh and Kherla

- a. Rise of Gond power at Deogarh and Nagpur
- b. Rise of Gond power at Kherla -Narsingh Rai
- c. Achievements of Gond kings- Jatba, Bakhta Buland Shah

Unit- 3- Gond Dynasty of Chanda

- a. Rise of Gond power at Sirpur and Ballarpur
- b. Gond rulers at Chanda kingdom- Ramshah, Rani Hirai
- c. Achievements of Gond kings- Bhim Ballal Shah, Surja Ballal Shah

Unit- 4 - Administration and Art and Architecture of Gonds

- a. General administration & Fort administration of Gond kings
- b. Revenue administration and Judicial system
- c. Gond Art and Architecture



Books Recommended-

English

- Gondwana and the Gonds - Indrajeet Singh
- History of Central Provinces and Berar- J. N. Sil
- Socio-Cultural History of the Gonds- S.I. Koreti
- The Highlands of Central India- Forsyth J.
- The Rajgond Maharajas of Satpura Hills - C. U. Wills
- The Story of Gondwana - D. D. Chatterton
- Tribal ascendancy in Central India-The Gond kingdom of Garha - Suresh Mishra

Marathi/Hindi

- Chandrapurcha Itihas - A.J. Rajurkar
- Deogadche Gond Raje - Dr B. R. Andhare
- Deogarh ke Gond Rajya - Suresh Mishra
- Garha- Mandlake Gond Rajvansh - Karuna Mishra
- Garha-Mandal ke Gond Rajya - Rambarosh Agrawal
- Gond Kingdom of Chanda -Kedar Nath Thrusa
- Gond Lokancha Itihas- Yadhav Madhav Kale
- Madhya Pradesh Ke Gond Rajya - Suresh Mishra
- Nagpur Prantacha Itihas -Yadhav Madhav Kale
- Shree Sukla Abhinandan Gratha- Biyani Brijlal
- Warhadcha Itihas -Yadhav Madhav Kale



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OPEN ELECTIVE 2

(Select any one)

HIS ITS

- a) Online SWAYAM Courses/MOOC's/Edx/ Coursera etc. (To be approved by the HOD).
- b) Project Report
- c) A course from other department
- d) Any course from Core elective and Open Elective 1 which is not earlier selected by the student paper 3 and 4

AUDIT COURSE

HIS IACI

Environment Studies

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SEMESTER II
CORE COMPULSORY-1

HIS 2T1

TRENDS AND THEORIES OF HISTORY

Course Outcome-

- CO1. The Students will learn modern approaches to History.
- CO2. The students will understand three important trends of history writing during colonial period in India.
- CO3. The students will get familiar with the Marxist and Subaltern trends of Historiography in India and will understand the post modernist approach.
- CO4. The students will know the new trend in history writings

Unit -1 - Modern Approaches to History

- a. Positivism
- b. Annals
- c. Post-Modernism

Unit - 2 - Trends During Colonial Period in India

- a. Orientalist Historiography
- b. Imperialist Historiography
- c. Nationalist Historiography

Unit - 3 - Trends in post-colonial period

- a. Marxist Historiography in India
- b. Dalit Historiography
- c. Tribal Historiography

Unit - 4 - Recent Trends in Historiography

- a. Ecological Historiography- Ramchandra Guha & Madhav Gadgil
- b. Business Historiography- Tirthankar Roy
- c. Feminist Historiography in India- Uma Chakravarti



Books Recommended-

English

- A Business History of India: Enterprise and the Emergence of Capitalism from 1700- Tirthankar Roy
- A textbook of Historiography- E. Sreedharan
- An Introduction to Indian Historiography -A.K.Warder
- Beginning Postmodernism- Tin Woods
- French Historical Method- Traian Stoianovich
- Global History of Modern Historiography- George G. Iggers & Edward Wang.
- Historians and Historiography in Modern India -S.P.Sen (ed)
- History, its Theory and Method-Sheikh Ali
- India in the World Economy: From Antiquity to the Present - Tirthankar Roy
- On Historiography -S.R. Tikekar
- On History- Eric Hobsbawm
- On History- Fernand Braudel
- Power/Knowledge- Michel Foucault.
- Recent Trends in Historiography- Satish K. Bajaj
- Research Methodology in History -T.R. Sharma
- Rethinking Economic Change in India: Labour and Livelihood- Tirthankar Roy
- Gendering Caste: Through A Feminist Lens (Theorizing Feminism)- Uma Chakravarti
- Rewriting History: The Life and Times of Pandita Ramabai- Uma Chakravarti
- The archaeology of Knowledge- Michel Foucault
- The East India Company: The World's Most Powerful Corporation- Tirthankar Roy
- The Economic History of India, 1857-2010- Tirthankar Roy
- The French Historical Revolution- Peter Burke
- The Historian's Craft- Marc Bloch
- Postmodernism for Historians- Callum G. Brown

Marathi/Hindi

- ItihasMhanaje Kaya -E.H.Carr
- Itihasak Shastra - PrabhakarDeo
- ItihasLekhan Shastra -B.N. Sardesai
- Itihas Tantra ani Tatvagyan -ShantaKothekar
- Itihas Darshan-Parmanand Singh
- Itihas Kya Hai -E.H.Carr

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CORE COMPULSORY-2

HIS 2T2

RESEARCH METHODOLOGY IN HISTORY

Course Outcome-

- CO1. The students will understand the basics historical research method.
- CO2. The students will learn the main key concepts in history.
- CO3. The Learners will know the steps in research process in history.
- CO4. The students will aware of the ethical dimensions of research.

Unit- 1

- a. Research: Definition, Need, Nature, Limitations
- b. Types of research: Philosophical, Applied, Descriptive, Experimental, Action based research, Qualitative and Quantitative

Unit - 2

- a. Preliminary Operations – (1) Choice of Subject (2) Preparation of Outline (3) Preparing Research proposal (4) Methods of data collection (5) Primary and Secondary Sources
- b. Analytical Operations- (a) Heuristics (b) Hermeneutics (c) Reviewing of Literature

Unit - 3

- a. Synthetic Operation – (1) Determining Particular Facts (2) Grouping of Facts (3) Constructive Reasoning (4) Causation
- b. Concluding Operations- (1) Report Writing- quote, paraphrasing. (2) Generalization (3) Exposition (4) Footnotes (5) Bibliography (6) Viva-voce

Unit - 4

- a. Challenges of Objectivity
- b. Uses and misuse of History
- c. Ethics in Research; issue of plagiarism

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Books Recommended-

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English

- The Modern Research - Barzon Jacques and Henry Graff
- What is History - Car E.H.
- Research Methodology in History - Chitnis K.N.
- The Idea of History - Collingwood R.G.
- The Historian - Galbraith V.H.
- Research Methodology, Methods and Techniques - Kothari C.R.
- History: its Theory and Methods - Shaikh Ali
- Research Methodology in Social science - Thakur Devendra
- How to Write a Thesis - Umberto Eco.

Marathi/ Hindi

- इतिहासाचे तत्वज्ञान- आठवले सदाशिव
- संशोधन: पद्धती शास्त्र व तंत्र-आगलावे प्रदीप
- शास्त्रीय संशोधन पद्धती - क.हाडे बी.एम.
- इतिहासलेखनशास्त्र - गायकवाड, हनमते, सरदेसाई
- इतिहास: तंत्र आणि तत्वज्ञान - कवेठेकर शांता
- इतिहासशास्त्र: संशोधन, लेखन परंपरा व अध्यापन - देव प्रभाकर
- इतिहासाचा अभ्यास आणि संशोधन - धारणकर सरत्त
- इतिहास अध्यापन पद्धती व तंत्र - पत्की श्री ना.
- मराठी विश्वकोश, खंड १४ - जोशी लक्ष्मणशास्त्री (संपा)
- संशोधकांचा मंत्र - खरेग, ह.
- इतिहासलेखन शास्त्र - राजदेकर सुहास
- इतिहासलेखन शास्त्र - सातमाई श्रीननवास
- इतिहासलेखन: धारणा - खुराणा के.एल/ बन्सल
- इतिहासाची साधने - गगेस, मा.
- इतिहासाचे तत्वज्ञान - देशमुख प्रशांत
- आमच्या इतिहासाचा शोध आणि बोध - पवार जयसिंगराव
- इतिहासलेखन शास्त्र व इतिहासकार - मोरवंचीकर रा.बी.
- इतिहासलेखनपद्धती - सरदेसाई बी. एन.
- संशोधनसंरचना - जॉन. डब्लू. क्रैसवेल



| | |
|---|---|
| CORE ELECTIVE (Only for the students of History) (Select one) | |
| HIS 2T3.A | |
| SOCIETY, CULTURE AND ECONOMY DURING ANCIENT INDIA (From earliest times to 12 th C. A. D.) | |
| Course Outcome- | |
| CO1. | The students will understand the origin and growth of Varna and Caste system. |
| CO2. | Learner will know the development of art and architecture in India |
| CO3. | The students will get familiar with the literary trends during the period. |
| CO4. | The students will understand the growth of agriculture, industries, trade and urbanization. |
| Unit - 1 - Society | |
| a. | Social Stratification- Varna and Caste system |
| b. | Position of Women |
| c. | Food and Dress, Amusements |
| Unit-2 -Art &Architecture | |
| a. | Temple Architecture- Nagara and Dravida Style, Cave temples |
| b. | Sculpture- Gandhara School, Mathura school and Amravati School |
| c. | Paintings |
| Unit - 3- Literature | |
| a. | Sanskrit |
| b. | Tamil |
| c. | Pali, Prakrit Marathi |
| Unit- 4 - Economy and Trade | |
| a. | Agriculture and Industries |
| b. | Inland and Foreign trade |
| c. | Urbanization |

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Books Recommended-

English

- The Modern Research - Barzon Jacques and Henry Graff
- What is History - Car E.H.
- Research Methodology in History - Chitnis K.N.
- The Idea of History - Collingwood R.G.
- The Historian - Galbraith V.H.
- Research Methodology, Methods and Techniques - Kothari C.R.
- History: it's Theory and Methods - Shaikh Ali
- Research Methodology in Social science - Thakur Devendra
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Marathi/ Hindi

- इतिहासाचे तत्वज्ञान- आठवले सदाशिव
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- शास्त्रीय संशोधन पद्धती - क.हाडे बी.एम.
- इतिहासलेखनशास्त्र - गायकवाड,हनुमते, सरदेसाई
- इतिहास: तंत्र आणि तत्वज्ञान - बोटेकर शांता
- इतिहासशास्त्र: संशोधन, लेखन परंपरा व अध्यापन - देव प्रभाकर
- इतिहासाचा अभ्यास आणि संशोधन - धारणकर सरला
- इतिहास अध्यापन पद्धती व तंत्र - पत्की श्री ना.
- मराठी विश्वकोश, खंड १४- जोशी लक्ष्मणशास्त्री (संपा)
- संशोधकांच्या मंत्र- खरेग.ह.
- इतिहासलेखन शास्त्र - राजदेकर सुहास
- इतिहासलेखन शास्त्र - सातभाई श्रीनवास
- इतिहासलेखन: धारणा - खुराणा के.एल/ बन्सल
- इतिहासाची साधने - गगैस.मा.
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- आमच्या इतिहासाचा शोध आणि बोध-पवार जयसिंगराव
- इतिहासलेखन शास्त्र व इतिहासकार - मोरवंचीकर रा.श्री.
- इतिहासलेखनपद्धती - सरदेसाईबी. एन.
- संशोधनसंरचना - जॉन. डब्लू. केसवेल



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CORE ELECTIVE (Only for the students of History) (Select one)

HIS 2T3.A

SOCIETY, CULTURE AND ECONOMY DURING ANCIENT INDIA

(From earliest times to 12th C. A. D.)

Course Outcome-

- CO1. The students will understand the origin and growth of Varna and Caste system.
- CO2. Learner will know the development of art and architecture in India
- CO3. The students will get familiar with the literary trends during the period.
- CO4. The students will understand the growth of agriculture, industries, trade and urbanization.

Unit - 1 - Society

- a. Social Stratification- Varna and Caste system
- b. Position of Women
- c. Food and Dress, Amusements

Unit-2 -Art &Architecture

- a. Temple Architecture- Nagara and Dravida Style, Cave temples
- b. Sculpture- Gandhara School, Mathura school and Amravati School
- c. Paintings

Unit - 3- Literature

- a. Sanskrit
- b. Tamil
- c. Pali, Prakrit Marathi

Unit- 4 - Economy and Trade

- a. Agriculture and Industries
- b. Inland and Foreign trade
- c. Urbanization



Books Recommended-

39

English

- A History of Ancient and Early Medieval India: from the Stone Age to the 12th century - Singh, Upinder
- A History of Architecture in India- Tadgell, Christopher
- A History of Classical Poetry, Sanskrit – Pali – Prakrit- Lienhard, Siegfried
- A History of Indian Literature - Jan Gonda
- A History of Indian Literature, 500-1399- Sisir Kumar
- Ajanta: History and Development- Spink, Walter
- Amaravati: Buddhist Sculpture from the Great Stupa- Weatherhill, Knox, Robert
- Ancient India: a Complex Study - Bongard-Levin, J.M.
- Ancient Indian Social History: Some Interpretations - Thapar, Romila
- Approach to Nature in Indian Art and Thought- Sivaramamurti, C.
- Archaeology and Text: The Temple in South Asia- Ray, Himanshu Prabha
- Aspects of Rural Settlements and Rural Society in Early Medieval India- Chattopadhyaya, B.D.
- Caste and Class in India- Ghurye, G.S
- Caste: Origin, Function and Dimensions of Change- Jaiswal, Suvira
- Classical Telugu Poetry: An Anthology- Rao, Velcheru Narayana and David Shulman
- Dharma: Studies in its Semantics, Cultural and Religious History- Olivelle, Patrick
- Early Medieval Indian Society: A study in Feudalisation- Sharma, R.S.
- Economic Life in Northern India in the Gupta period (c. AD300-550) - Maity, S. K.
- Encyclopaedia of Indian Temple Architecture, Vol.I (South India) in four parts- Dhaky, M.A., Meister, Michael et al
- Essays in Classical and Modern Hindu Law- Derrett, J.Duncan
- Everyday Lives, Everyday Histories: Beyond the Kings and Brahmins of 'Ancient' India- Chakravarti, Uma
- Gods, Guardians and Lovers : Temple Sculptures from North India- Desai, Vishakha N. and Danielle (eds.)
- Gupta Sculpture: Indian Sculpture of the fourth to the sixth centuries AD, 2nd edition - Harle, J.C.
- History and Culture of the Indian People Vol I to 5, - R.C. Majumdar
- Homo Hierarchicus: The Caste System and Its Implications- Dumont, Louis
- Imagining the Urban: Sanskrit and the City in Early India – Shonaleeka Kaul
- Indian Architecture (Buddhist and Hindu)- Brown, Percy.
- Indian Art (A History of Indian Art from the earliest Times up to the third century AD, (Vol.I) - Agrawala, Vasudev Sharan
- Invisible Women, Visible Histories - Rangachari, D.
- Jaina Art and Architecture, 3 Vols. - Ghosh, A. ed
- Land System and Rural Society in Early medieval India- Sahu, B.P. (ed.)
- Love, Eroticism and Female Sexuality in Classical Sanskrit Literature- Shah, S.
- Material Culture and Social Formations in Ancient India- Sharma, Ram Sharan
- Middle Chola temples: Rajaraja I to Kulottunga I (AD 985-1070) - Balasubrahmanyam, S.R.
- Perspectives in Social and Economic History of Ancient India- Sharma, R. S.
- Perspectives in Social and Economic History of Early India- Sharma, Ram Sharan
- Religion and Philosophy of Tevaram - M.A. Dorai Rangaswamy

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- Social Changes in Early Medieval India (c.AD 500-1200) - Sharma, Ram Sharan
- Social Dimensions of Early Buddhism- Chakravarti, Uma
- Social Formations of Early South India- Gurukkal, Rajan
- Social Formations of Early South India- Gurukkal, Rajan
- Society and Culture in Northern India in the Twelfth Century- Yadava, B.N.S.
- Some Aspects of Indian Society: From c.2nd Century BC to c. 4th Century AD - Bhattacharya, S.C.
- South Indian Paintings- Sivaramamurti, C.
- Studies in Indian Temple Architecture- Chandra, Pramod (ed)
- Studies in South Indian Temple Complex- T.V. Mahalingam
- Tamil Literature - Zvelebil, Kamil
- Temple Consecration Rituals in Ancient India: Text and Archaeology- Anna A. Slazka
- Temples as Socio-economic Institutions in Medieval Andhra- M. KrishnaKumari
- The Art of Ancient India- Huntington, Susan L.
- The Cultural Heritage of India- Bhattacharya, H.
- The Development of Hindu Iconography- Banerjee, J.N.
- The History and Culture of the Indian People- Vols. I-V (Relevant Chapters)- R.C. Majumdar (Ed.)
- The Indian Temple Traceries- Dhaky, M.A.
- The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India- Pollock, Sheldon
- The Making of Early Medieval India- Chattopadhyaya, Brajadulal
- The Position of Women in Hindu Civilisation- Altekar, A.S.
- The power of gender and the gender of power- Kumkum Roy.
- The Roots of India Art : A Detailed Study of the Formative (Mauryan and Later Mauryan) Period of Indian Art, 300 BC - 200 BC - Gupta, S.P.
- Trade and Traders in Early India - Chakrabarti, Ranabir
- Trade and Traders in Early India Manohar- Chakrabarti, Ranabir.
- Trade, Ideology and Urbanization- Champakalakshmi, R.
- Trade, Ideology and Urbanization: South India 300 BC to AD 1300- Champakalakshmi, R.
- Truth, Myth and Politics in Ancient India- Mabbet, I.W.
- Women in Early Indian Societies- Kumkum Roy (Ed.)
- Indo-Roman Trade : From Pots to Pepper- Tomber, Roberta
- Trade and Traders in Early India- Chakravarti, Ranabir
- Trade in Early India- Chakravarti, Ranabir, ed.

Marathi/Hindi

- Bharatiya Vivah Sanstha ka Itihas- Rajwade, Vishwanath Kashinath
- Prachin Bharat - Jha, D.N.
- Prachin Bharatatil Rajakiya Vicharani Sanstha - Pandharinath Ranade
- Prachin Bharat mein Rajnitik Vichar evam Sanstha- Sharma, R.S.

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HIS 2T3.B

SOCIETY, CULTURE AND ECONOMY DURING MEDIEVAL INDIA

(13th to 18th Century A.D.)

Course Outcome-

- CO1. The students will understand the origin and growth of Varna and Caste system.
- CO2. Learner will know the development of art and architecture in India
- CO3. The students will get familiar with the literary trends during the medieval period.
- CO4. The students will understand the growth of agriculture, industries, trade and urbanization.

Unit-1 - Society

- a. Social Stratification- Hindus/ Muslims Nobility and commoners
- b. Position of Women
- c. Food and Dress, Amusements

Unit- 2 -Art &Architecture

- a. Architecture (13th- 15th century A.D.)- Indo Persian and Regional
- b. Architecture (16th- 18th century A.D.)- Indo Persian and Regional
- c. Paintings

Unit - 3- Literature

- a. Persian Literature
- b. Sanskrit
- c. Regional Languages

Unit- 4 - Economy and Trade

- a. Agriculture and Industries
- b. Inland and Foreign trade
- c. Urbanization

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Books Recommended-

English

- Studies in Islamic Culture in the Indian Environment- Ahmad, Aziz
- Medieval India: Researches in the History of India, 1200-1750- Habib, Irfan
- Politics and Society during the Early Medieval Period- Habib, M.
- Mughal India: Studies in Polity, Ideas, Society and Culture - M Athar Ali
- Medieval India: The Study of a Civilization- Irfan Habib
- The State and Society in Medieval India- J.S. Grewal
- Mughal Relations with the Indian Ruling Elite - L.H. Siddiqui
- Agra: Economic and Political Study of a Mughal Suba (1580-1707) - K.K. Trivedi
- Mughal Religious Policies, the Rajputs and the Deccan - Satish Chandra
- Indian Merchant and Eurasian Trade, 1600-1750- S.F. Dale
- The Making of Early Medieval India - Brajdu Lal Chattopadhyaya
- Medieval India: The Study of a Civilization - Irfan Habib
- Religion in Indian History - Irfan Habib
- The Mughals of India- Harbans Mukhia
- Religious Policy of the Mughal Emperors - S.R. Sharma
- Mughal Architecture - E.M. Koch
- Urban Glimpses of Mughal India: Agra, the Imperial Capital (16th and 17th centuries) - L.P. Gupta
- State, Religion and Society in Medieval India - Nurul Hasan
- Mughal India: Studies in Polity, Ideas, Society and Culture - M Athar Ali
- The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries - H. Fukazawa
- The Economy of Mughal Empire c. 1595: A statistical Study - Shireen Moosvi
- Indian Merchants and the Decline of Surat C 1700-1750 - Ashin Das Gupta
- Mughal Nobility under Aurangzeb - M. Athar Ali
- Economic History of India (1200-1750) - Tapan Raychaudhuri & Irfan Habib
- Social Life in Medieval Rajasthan, 1500-1800 A.D. - G.N. Sharma
- Some Aspects of Socio-Economic History of Rajasthan - G.S.L. Devra
- Rebels to Rulers: The Rise of Jat Power in Medieval India C. 1665- 1735- R.P. Rana
- Historians and Historiography During the Reign of Akbar - Mukhia, Harbans
- History and Culture of the Indian People, Vol 7- R.C. Majumdar.
- Advanced Study in the History of Medieval India : Volume II Mughal Empire (1526-1707)- J L Mehta.

Marathi/Hindi

- Madhyayugin Bharatiya Sankalpana wa Samstha - Chitris, K.N.
- Akbar te Aurangzeb- Rajendra Banahatti
- Akbarkalin Hindustan- Sonanda Kogekar
- Aurangzeb - S.G. Kolarkar
- Mughalkalin Mahsul Padhati - P.L. Saswadkar



HIS 2T3.C

INDIA UNDER BRITISH RULE: 1858-1947 A.D.

Course Outcome-

- CO1. The students will understand the transformation from East India Company's rule to British Crown after 1857.
- CO2. The students will get knowledge on different social-religious reform movements in Modern India.
- CO3. The students will be able to evaluate the causes behind the rise of Indian Nationalism.
- CO4. The students will understand the contribution of revolutionaries, Subhas Chandra Bose and INA.

Unit - 1

- a. Revolt of 1857 and its Effects
- b. Queen's Proclamation, Act of 1858
- c. Indian Council Acts- 1861, 1892

Unit - 2

- a. Arya Samaj, Ramkrishna Mission, Satya Shodhak Samaj.
- b. Emergence of Indian Nationalism, Foundation of Congress
- c. Moderates and Extremists within the Congress

Unit - 3

- a. Emergence of Mahatma Gandhi- Early Satyagraha in India
- b. Non-cooperation movement and Civil Disobedience movement
- c. Quit India

Unit - 4

- a. Role of Revolutionaries - V.D. Savarkar, Bhagat Singh, Chandrashekhar Azad
- b. Subhash Chandra Bose and INA
- c. Independence and Partition

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Books Recommended-

English

- History of Modern India -A.L. Shrivastava
- Crucial Decades of 20th Century IV Volumes -M.K.Kher
- Modern India -Grover and Sethi
- Eighteen Fifty Seven – Surendra Nath Sen
- Modern Religious Movements in India -J.N. Farquhar
- Renascent India from Ram Mohan to Gandhi -H.C.E. Zacharia
- Social and Religious Movements in the Nineteenth Century -C.S. Srinivasachari
- British Paramountcy and Indian Renaissance Vol III -R.C. Majumdar
- Struggle for Freedom -R.C.Majumdar
- Freedom Struggle -Bipan Chandra, AmleshTripathi, BarunDey

Marathi/Hindi

- Adhunik (1858-1920) -Suman Vaidya, Shanta Kothekar
- Adhunik Bharatachaltihis -Sardesai, Nalawade
- Adhunik Bharat (1920-1947) - SumanVaidya,Shanta Kothekar
- Adhunik Bharat Kalthis- R.L.Shukla

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Open Elective 1 (Open for the students of all disciplines including History)

HIS 2T4.A

CONTEMPORARY WORLD: 1951 TO 2010 A.D.

Course Outcome-

- CO1. Students will get acquainted with the post World Wars developments during the Cold War period and related events.
- CO2. Students will understand the rise of socialist block in Europe and reasons for its disintegration.
- CO3. Students will get perspective about the political changes in Asia, Africa and reorganization of World Map.
- CO4. Students will understand formation of new political and economical order in World and its interconnectivity.

Unit - 1

- a. Origin and Course of Cold War
- b. Berlin Problem, Korean War, Vietnam War
- c. Disarmament

Unit - 2

- a. Rise of Socialist Bloc in Europe
- b. Disintegration of Socialist Bloc
- c. Fall of Soviet State in Russia

Unit - 3

- a. Decolonization in Asia and Africa
- b. Apartheid Problem
- c. Internal Developments in People's Republic of China

Unit - 4

- a. Formation of European Union
- b. Rise of Unipolar World
- c. Globalization



Books Recommended-

English

- Europe 1945 to 1970 -Waterlow and Evans
- Modern Europe in World Perspective -E.N. Anderson
- Globalization -Malcoin Waters
- History of the Modern World From the late 19th to early 21st Century -Arjun Dev and Indira Arjun Dev

Marathi/Hindi

- Jagatikikaran - ChandrakantKelkar
- Jagatikikaran – NaliniPandit
- SamkaleenVishwaKaItihas : 1890 se 2008 tak -Arjun Dev and Indira Arjun Dev
- 20vya Shatakateel Jag -Y.N.Kadam
- BeesaviSadikaVishva 1890 se 2000tak -Sanjeeva Jain
- AdhunikVishvaKaItihas-Deenanath Varma

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HIS 2T4.B
HERITAGE TOURISM- 2

Course Outcome-

- CO1. The students will learn about the tourist resources of India.
- CO2. The students will know about various Tourism promotion schemes and related policies in India.
- CO3. The student will know historical Heritages of India
- CO4. The student will learn the do's and don'ts in tourism.

Unit - 1

- a. Incredible India Campaign, Role of Archaeological Survey of India in promoting Heritage Tourism
- b. National Tourism Policy 2002, Tourism promotion schemes
- c. Issues related to safety of tourists and tourism disaster risk management, Need

Unit - 2

- a. India and UNWTO, India and UNESCO, Indian Heritage Cities Network
- b. Special Problems of Foreign Tourist; Language barrier, information dissemination
- c. Tourist resources of India: Buddhist sacred circuit: Bodhgaya, Sarnath, Sachi, Amravati – Nagarjunkoda, Tawang and Bomdila

Unit - 3

- a. Delhi-Agra Circuit: QutabMinar, Red Fort, Taj Mahal, Humayun's Tomb, Fatehpur Sikri Complex
- b. South Indian Circuit: Hampi, Konark, Pattadakal, Tanjavour : The Great Living Chola Temples, Mahabalipuram
- c. Intangible Heritage of India: Yoga, Qawwali, Bharatnatyam, Kite festival

Unit - 4

- a. Significance of tourism infrastructure, Do's and Don'ts for visitors to respect and conserve the heritage monuments
- b. Swadesh Darshan Scheme, ParyatakMitra Scheme, Scheme of tourist visa on arrival
- c. Role of India Tourism Development Corporation Limited in promoting Heritage Tourism



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Books Recommended-

English

- A Culture of History of India - Bashm, A.L.
- The Art and Architecture of India, Pelican History of Art - Rowland, B.
- Studies in Jaina Art - Shah, U.P.
- Indian Architecture (Buddhist & Hindu) - Brown Percy
- Cultural Tourism in India-Its Scope and Development - Alchevs, F.Q.
- Tourist India - Kaul, S.N.
- Tourism and Hotel Industry in India - Anand M.M.
- Tourism Development: Principals and practices - Bhatia, A. K.
- Tourism Development in India - Leela Shelly
- Tourism Management - Wahab, S.
- Successful Tourism Planning and Management - Seth, P.N.



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HIS 2T4.C

HISTORY OF TRIBAL MOVEMENTS IN INDIA: 1765-1947 A.D.

Course Outcome-

- CO1. Students will get acquainted with the indigenous tribal community in India during colonial period and their movements,
- CO2. Students will understand land and forest based movements of Santhal, Khond, Bhil, Munda, Muria and Bhumkal Baster tribes.
- CO3. Students will understand movements for sustaining their identity and culture and their contribution in Indian National Movement.
- CO4. Students will get familiarize to British policies towards tribal communities in India and understand Tribal leadership under Birsa Munda, Tania Bhil and Rani Gaidinliu.

Unit- 1-Tribals and their early struggles

- a. Tribes as Indigenous people
- b. Tribal settlement, Land and forest and their life
- c. Chuar Revolt(1766-72),Halba Revolt(1774-79),The Bhumi Revolt(1832-33)

Unit- 2 - Land and Forest based Movements

- a. Santhal Revolt(1855-57), Khond Rebellion (1850)
- b. Bhil Revolt(1857-58), Munda Revolt(1895)
- c. Muria Revolt(1876), Bhumkal Baster Revolt(1910)

Unit- 3 - Identity and Culture based movements

- a. Gond and Kolam Revolt(1941)
- b. Kuki Revolt of North East(1917-19)
- c. Tribal participation in National Movements

Unit- 4 - British and Tribal Leadership

- a. Land and Forest policies of British
- b. Causes and Consequences of Tribal Revolt
- c. Birsa Munda, Tania Bhil, Rani Gaidinliu



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**Books Recommended-
English-**

- State, Society and Tribes, Issues in Post Colonial India- VirginiusXaxa
- Insurgency and Counter Insurgency-V. K. Anank
- Social Movements in India -(Ed.) Burman, B.K.Roy
- The History of Indian Revolt- Richard burton
- Civil disturbances during British Rule in India (1765-1875)- S.B. Choudhari
- Civil Rebellians in the Indian mutinies (1875-59) - S.B. Choudhari
- History of Santhal Revolt – DigambarChakravarti
- Anti-British Plots and movements before 1857- K.K.Datta
- The Santhal Insurrection - K.K. Datta
- Rebellious Prophets-A study of Messianic movements in Indian Religions- Stephen Fuchs
- Peasant Movements in Colonial India- S. Henningham
- Primitive Rebels- E. J. Hobsbawn
- Bandits- E. J. Hobsbawn
- History of Santhal Rebellion of 1855- W.W. Hunter
- Kol Insurrection in Chota Nagpur- J.C. Jha
- The Revolt of Chota Nagpur- J.C. Jha
- Tribal Revolts in India under British Raj- L.P. Mathur
- History of Freedom Movement in Madhya Pradesh- D.P. Mishra
- Tribal Movements and political history of India- D.M. Praharaj
- Tribal Revolts- Rajhavaiah
- Munda's and their country- S.C. Roy
- The Dust-Storm and the Hanging Mist- K.S. Sinha
- Tribal Revolts- B.K. Sharma
- Tribal Freedom Fighters of India- Publication Division, Govt of India
- Social movements in Tribal India- S.N. Choudhary
- BhumkalThe Tribal Revolt in Bastar- Hira Singh
- Adivasis and the raj- Sanjukta Das Gupta
- Tribal Movements in IndiaVol I & II - (ed) K.S. Singh

Hindi

- Bharat Ke Adivasi Vidroh- Suresh Mishra



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OPEN ELECTIVE 2

(Select any one)

HIS 2T5

- a) Online SWAYAM Courses/MOOC's/Edx/ Coursera etc. (To be approved by the HOD).
- b) Project Report
- c) A course from other department
- d) Any course from Core elective and Open Elective 1 which is not earlier selected by the student paper 3 and 4.

AUDIT COURSE

HIS 2AC1

Constitutional Values



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Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur.

B.A. I (Home -Economics)

Semester-I

Family Resource Management

ITI

Total Marks-100

Theory Exam -40 marks

Theory Internal-10 marks

Practical-40 Marks

Practical Internal-10Marks

Time : 2 Hrs (Theory)

3 Hrs (Practical)

Objectives-

- To create an awareness among the students about the management in the family.
- To provide knowledge and develop skills regarding principles and methods of interior decoration.
- To introduce to the students the job opportunities in Home-Economics.
- To trained the students for self-employment.
- To develop employability skills and 'earn while learn' skills.

Course Outcomes

| | |
|-----|--|
| CO1 | Given the knowledge of field of Home Economics and its contribution in Nation's Building, students will be able to work in the field of Home Economics. |
| CO2 | Given the detailed information of Family Resources, the students will be able to prepare themselves in the field of Family Resources and its Management. |
| CO3 | Given the practice of how to prepare family budget, students will be able to prepare family budget. |
| CO4 | Given the information about principles of Arts and Design, students will be able to make use of Principles of Arts and design. |
| CO5 | Given the knowledge of flower arrangements/floral carpets / bouquets and flower decorations, students will be able to prepare work with event management organizers and start their self-employment. |

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Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Course Content

UNIT-I

a. Introduction to Home-Economics.

- Brief history of Home-Economics.
- Definitions of Home-Economics.
- Scope, Need/Importance of Home-Economics.

b. Branches of Home-Economics, their utility in daily life.

Family Resource Management, Foods and Nutrition ,Human Development, Textile and Clothing , Extension and Communication.

- **Contribution of Home-Economics education in National Development.**

UNIT-II

a. Family Resource Management.

- Definitions and process of Home-Management.
1) Planning 2) Controlling 3) Evaluation
- Definitions of Family Resources.
- Classification of Family Resources.
- Characteristics of Family Resources.
- Ways to improve the use of family resources.
- Factors affecting family resource management.
- Family Budget-Definitions, Types of budget, preparation of family budget.

b. Decision Making

- Meaning , Definitions and Types of Decisions.
- Steps involved in decision making process.
- Decision Tree.

UNIT- III

a. Elements of Art and Design

Line, Form, Texture, Colour, Light, Space, Pattern, Idea.

b. Principles of Art and design-Definitions, importance and application in interior decoration.

- Harmony, Scale and proportion, Balance, Rhythm, Emphasis.

UNIT-IV

a. Flower Arrangement

- Definitions
- Material required for flower arrangement.
- Factors to be considered while arranging flowers.

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- Elements and Principles of Art and Design in flower arrangement.
- b. **Types of flower arrangement**-Traditional, Japanese, Miniature, Dry arrangement, Floating.
Different shapes of flower arrangement-S-Shape, Round-shape, Right angle-shape , triangular shape, Crescent shape, Vertical and Semi Circular.

Practical :I PI

a. **Hand Embroidery**

The following stitches should be included on five samples

- | | | | |
|--------------------|-------------------|-----------------|------------------|
| 1. Stem Stitch, | 2. Chain stitch, | 3. Lazy-Daisy, | 4. Bullion knot, |
| 5. Feather Stitch, | 6. Satin Stitch, | 7. Button hole, | 8. Open work, |
| 9. Long and short, | 10. Herring bone. | | |

b. **Flower Arrangement**

1. Bouquet (Fresh/Artificial)
2. Floral Carpet (By using any material)
3. Artificial flower arrangement /Fresh flower arrangement.

c. **Tie and Dye (Four Samples)** 1. One colour two samples 2. Two colour two samples.

Internal

Skill Development Activities

a. **Making of any one article from the following.**

- a) Ceramic work.
- b) Wall Hanging
- c) Utility Bag making
- d) Decorative Envelope making
- e) Best out of Waste material.
- f) Mobile Cover
- g) Any article using machine embroidery
- h) Any article using computerized machine
- i) Any article using novelty embroidery stitches

Distribution of Marks

Practical Examination (40 marks)

| | | |
|---|---|------------|
| 1. Embroidery Sample (Any Two Stitches) | - | (15 marks) |
| 2. Flower Arrangement (Any one) | - | (05 marks) |
| 3. Tie and Dye (Two Samples) | - | (10 marks) |
| 4. Record Book | - | (05 marks) |
| 5. Viva Based on Practical | - | (05 marks) |

Internal (10 marks)

| | | |
|-----------------------------------|---|------------|
| 1. Preparation of any one article | - | (05 marks) |
| 2. Attendance | - | (05 marks) |

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Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur.

B.A. I (Home –Economics)

Semester-II

Family Resource Management

2T1

Total Marks-100

Theory Exam -40 marks

Theory Internal-10 marks

Practical-40 Marks

Practical Internal-10Marks

Time: 2 Hrs (Theory)

3 Hrs (Practical)

Course Outcomes

| | |
|-----|---|
| CO1 | Given the information about Self employment ,students will be able to start self -employment related to the field of Home Economics after completion of course. |
| CO2 | Given the knowledge of Principles of housing ,students will be able to make its use . |
| CO3 | Given the knowledge of different techniques of work simplification ,students will be able to use these techniques to save energy, time and money. |
| CO4 | Given the detailed knowledge of different colour schemes, students will be able to use it effectively in arts . |
| CO5 | Given the knowledge about consumers and their rights and laws, students will be able to make community aware about rights of consumers. |
| CO6 | Given the information of different types of furniture and how to take its care, students will be able to implement it at their homes. |

Course Content

UNIT-1

a. Self-Employment in Home Economics.

- Definition of self-employment.
- Need of self-employment in Home-Economics.
- Opportunities of self-employment in Home-Economics.
- **Guiding Principles of self-employment-** Registration, Training, Knowledge of equipment and their care and Material required, Loan facility, Preparation of Project Report, Account Keeping, Costing, Labelling, Packaging.

b. Family Housing

- Family Housing Needs'- Protective, Economic, Affectional, Social, Standard of living, Housing goals, Style, Functional , Occupational.
- Factors to be considered while selection of site .
Legal, Location, Physical Features, Soil Conditions, Cost, Services
- Principles of Housing - Grouping of rooms, Orientation, Circulation, Flexibility, Privacy, Spaciousness, Aesthetics, Economy, Light and Ventilation.

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UNIT-II

a. Work Simplification

- Meaning ,definitions and Importance of work simplification.
- Techniques of work simplification
- Improving Methods of work simplification
- Mundel's Law of Changes

b. Colour-

- Introduction , Sources and Classification of Colours.
- Dimensions of colour-Warm and Cool colours etc.
- Colour Wheel, Colour Schemes and its effects.

UNIT-III

a. Consumer Education

- Meaning , definition and need
- Problems of Consumers
- Consumer Forum
- Rights and Responsibilities of Consumers.

b.Consumer Protection Acts

- Food Adulteration Act-1954
- Standard weights and Measure Act -1956
- Consumer Protection Act -1986

UNIT -IV

a. Furniture Arrangement

- Styles of Furniture
Traditional , Contemporary , Modern
- Factors involved in selection of Furniture
Comfort , Rest and relaxation ,Durability , Flexibility, Utility, Aesthetics, Cost, Maintenance, Expressiveness, Type and need of family .

b. Arrangement of Furniture in different rooms

- Drawing Room , Bed Room , Dining Room , Multipurpose Rooms etc.
- Care of different types of furniture.

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Practical : 2P1

- a. **Hand Knitting Patterns OR Crochet work** - Making three knitted/ Crochet samples with the following variations.
1. Cable Pattern
 2. Double colour pattern
 3. Lace pattern
- b. **Colour and Colour Schemes**
- a) Preparing colour wheel
 - b) Preparing Colour Schemes-i) Mono chromatic, ii) Analogous, iii) Complimentary iv) Double complimentary v) split complimentary vi) Triad.
 - c) Prepare Any two samples of Block Printing OR Fabric Painting (Ex. Varli, Maheshwari, Mandala, Spray ,traditional, Stencil).

Internal :

- a) **Visit and Report writing (Any One)**
1. Cottage Industry
 2. Women entrepreneurship establishment.
 3. Exhibition cum sale and Report writing .

Distribution of Marks

Practical Examination (40 marks)

- | | |
|--|--------------|
| 1. Knitting /Crochet Sample (Any One) | - (15 marks) |
| 2. Colour Schemes or Colour Wheel | - (10 marks) |
| 3. Block printing/ Fabric painting | - (05 marks) |
| 4. Record Book | - (05 marks) |
| 5. Viva Based on Practical | - (05 marks) |

Internals (10 marks)

- | | |
|---------------------|--------------|
| 1. Visit/Exhibition | - (05 marks) |
| 2. Attendance | - (05 marks) |

Books Recommended

- 1- Aawas evam Gruhasajja-Karuna Sharma
- 2- Gruhavyvasthapan -Manju Patni
- 3- Aawas evam Gruha Sajja- Manju Patni

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Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

- 4- Gruha Prabandh -Kanti Pandeya
- 5- Gruha Kala Tatha Gruha Prabandha – Vimla Sharma,
- 6- Sajaavatiteel saptarang- Vaishali Shivte, Dr. J. Godsey.
- 7- Kautumbik Sadhansampattiche Vyavasthapan ani Gruhasajawat - Dr.Vandana Dhavad and Dr.Kanchan Kite, G.C.Publishers ,Nagpur.
- 8- Kautumbik Sadhansampattiche Vyavasthapan ani Gruhasajawat -Dr. Mina Kalele ,Pimpalapur Publishers, Nagpur.
- 9- Pariwarik sansadhanonka vyavasthapan aur antariksusajja Dr. Smita Pattarkine, G. C. Publishers, Nagpur.
- 10- Gruha Vyavasthapan evam Antarik Sajja- Dr.Gokula Bhalerao, Satyam Publishers, Shastrinagar, Jaipur.

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

Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur.
B.A. II (Home-Economics) Semester-III
Nutrition and Dietetics
3T1

Total marks-100
Theory -40Marks
Theory Internal-10Marks
Practical -40 marks
Practical Internal-10 marks

Time:2Hrs(Theory)
practical: 3 Hrs

Objectives-

- To understand the concept of an adequate diet, functions of food and the role of various nutrients, their requirements and the effect of deficiency and excess.
- To learn about the structure, composition, Nutritional contribution and selection of different food stuff.
- To develop and ability to improve the nutritional quality of food.
- To familiarize students with the role of nutritional quality of food.
- To develop marketing and entrepreneurship skills to enhanced employability.

Course Outcomes

| | |
|-----|--|
| CO1 | Given the knowledge of Nutritious diet students will be able to provide nutritious diet tiffin services. . |
| CO2 | Given the information of Minerals and Vitamins students will able to produce and sale nutrient rich food . |
| CO3 | Given the knowledge of Energy spent for different activities students will able to give appropriate food for fitness centers . |
| CO4 | Given knowledge of sports nutrition students will able to assist school nutritionist in sports meal planning . |
| CO5 | Given the knowledge of role of micronutrients in maintenance of good health, students will be able to assist NGOs working for child and mother care. |
| CO6 | Given the knowledge of BMI calculation students will be able to calculate energy requirements for malnutrition programmes. |
| CO7 | Given the knowledge of special Nutritional demand for sports persons students will able to prepare and sale health drinks and special food for sports persons. |

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Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Course Content

UNIT-I

- a) **Introduction of Nutrition** - Definition of Health, Nutrition, Dietetics, Nutritional status, optimum Nutrition and Nutrients. Definition of food and functions of food. Dimensions of health (Physical, Psychological, Emotional, Spiritual).
z-Carbohydrates, Fats, Proteins- Classification, Functions, Sources, Recommended dietary allowances, Deficiency and excess.

UNIT-II

Micro Nutrients-

a) Minerals –

- 1) Calcium, 2) Phosphorus, 3) Iron, 4) Sodium, 5) Magnesium,
6) Iodine Functions, Sources, Absorption, Recommended dietary allowances, Deficiency.

b) Vitamins-

Fat soluble – Vitamin A, D, E, K.

Water Soluble- Vitamin C, Vitamin B Complex, (B1, B2, B3, B6, B12, Folic acid), Properties, Function Sources, Recommended dietary allowances, Absorption, Deficiency.

Water- Function, Sources, Recommended dietary allowances, Deficiency.

UNIT-III

- a) **Fibre** – composition, Classification, Functions, Sources, Recommended dietary allowances, Deficiency, Excess.

- b) **Energy (Calorie)** –Definition of calorie, Factors affecting energy requirement, Fuel value of foods. Calorimeter- Bomb, Benedict Oxy, Atwater Rosa Benedict.

Basal Metabolic Index (BMI), Calorie requirement for sedentary, moderate and heavy workers Men and Women.

Antioxidants – Sources and importance.

UNIT-IV

- a) **Basic Food Groups**-Sources and importance of Cereals, Pulses, oilseeds, Vegetables & Fruits, Milk and milk products, sugar and jiggery, spices, beverages, eggs, fish, meat.

b) Methods of Cooking-

1. Meaning of cooking of food, objectives of cooking food,

Methods of cooking – Boiling, steaming, Pressure cooking, shallow frying, deep frying, Roasting, Baking, Grilling, Micro wave, solar and informatics. Advantages and disadvantages of cooking methods.

2. **Sports Nutrition**- Meaning of sports Nutrition, Objectives of Nutritional management, sports supplements, nutritional allowances given by NIN.

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Practical:3PI

1.Preparation of following recipes & Calculation of Calories and Proteins for prepared dishes.

Snacks: i) DahiWada, ii) Dhokla, iii) Chole Bhature, iv) PudachiVadi/ Bhajiwada,

Sweets: i)Rava Besan Burfi, ii) Gulab Jamun, iii) Lavang Latika, iv) Til Papdi /
Roasted split channa (Dalia) laddu with jaggery.

Baked items:

1) Ata Biscuits ,2) cupcakes / Eggless cake

Traditional Welcome health Drink :- Any Two

1) Solkadhi, 2) Lemon mint juice (sarbat), 3) kokam juice (Sarbat)
4) Kairi pudina juice (panha)

Dry Chutney Powder :- Any Two

1) Javas, Til, 2) Kadhipatta, 3) Shengdana, 4) Udad dal

Activities for Practical Internal (PI)

1. Celebration of Nutrition Week/World Food Day/Any nutritional awareness programme and report writing of the above programme. (Any one).
2. Organization of Canteen activity/ Entrepreneurship activity/
Earn while Learn activity for ex. Papad, Masala, pickle, metkut , supari , Amla Candy (Any Two).

**Distribution of Marks for Practical Examination
(Total Marks-40)**

| | | | |
|----|---|---|------------|
| 1. | Preparation and presentation of Two Dishes | - | (15Marks.) |
| 2. | Calculation of Calories and Proteins of the prepared dishes | - | (10Marks.) |
| 3. | Viva based on practical | - | (05Marks) |
| 4. | Menu Card | - | (05Marks.) |
| 5. | Record Book | - | (05Marks) |

Practical Internal Assessment on Activities

(Total-10Marks)

1. Celebration of Nutrition Week/World Food Day/Any nutritional awareness programme and report writing of the above programme. (Any one). - (05Marks.)
2. Organization of Canteen activity/ Entrepreneurship activity/ Earn while Learn activity for ex. Papad, Masala, pickle, metkut , supari , Amla Candy (Any Two). - (05Marks)

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

Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur.
B.A. II (Home –Economics) Semester-IV
Nutrition and Dietetics
4T1

Total Marks –100
Theory –40Marks
Theory Internal-10Marks
Practical –40 marks
Practical Internal -10 marks

Time:2Hrs(Theory)
3 Hrs (Practical)

Course Outcomes

| | |
|-----|--|
| CO1 | Given knowledge of Principles of diet therapy, students will be able to prepare and sale recipe book for special dishes required in therapeutic diet. |
| CO2 | Given knowledge of food preservation, students will be able to launch new recipe booklets and video's on You tube channel . |
| CO3 | Given knowledge of malnutrition, students will be able to formulate small self -help group and will be able to take contract for mid -day meals in school. |
| CO4 | Given practical knowledge of bakery products students will be able to establish bakery centers. |
| CO5 | Given knowledge of food spoilage, students, will be able to prepare and supply hygienic & quality food products. |

Course Content

UNIT-I

- a) **Balanced Diet** -Definition, Factors affecting balance diet, Different Nutrients in balanced diet, Principles of Meal Planning.
b) **Nutrition through Life Cycle**- 1.Pregnancy, 2. Lactation. 3. Infancy, 4. Pre-School, 5.School going, 6. Adolescence, 7. Adulthood, 8. Old age.

UNIT-II

- a) **Principles of Diet Therapy**. a) Modification of Normal diet for Therapeutic purposes.
b) Types of Diet c) Nutritional Management in common diseases. i) Diarrhea ii) Diabetes Mellitus iii) Constipation iv) Anemia v) Sickle Cell Anemia.
b) **Nutrition Education**: Meaning and Definition, Objectives, Methods of Nutrition Education.

UNIT-III

- a) **Food spoilage, Food Poisoning** – Definition, various types of food poisoning and Remedies.
b) **Food Preservation** – Definition and importance of food preservation, Methods of food preservation - Dehydration, with salt, Sugar, Oil and spices, by control of temperature, Chemical Preservation

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Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Food and Adulteration – Definition, Reasons behind food adulteration, effects of food adulteration, detection of food Adulteration, Standards, Remedies to tackle food adulteration, Laws regarding food adulteration.

UNIT- IV

- a) **Improving Nutritional Quality of foods**-Germination, Fermentation, Supplementation, Substitution, Fortification and enrichment.
- b) **Malnutrition in India**-Definition of Malnutrition, over nutrition and under nutrition. Nutritional problems in India, Causes and remedies of malnutrition, Different agencies to combat malnutrition - FAO,CARE,NIN.

Practical 4P1

1. Preparation of following recipes. Calculation of Calories and Proteins of prepared dishes.

- **Types of Rice (Any Two)** Vegetable Pulav / Curd Rice / Lemon Rice.
- **Types of Sweets - (Any Two)**
i) Khowa Poli, ii)Karanji, iii)Sattu Laddoo, iv)GajarHalwa
- **Types of Indian Pizza (Any one)**- Vegetable Thalipith / Uttapam (Anyone)
- **Starters (Any two)** i) Hara Bhara Kabab / Paneer Tikka / Cutlets / Appe
- **Party Menu**– Pav Bhaji, Ragda Patice.

Internal

1. Exhibition of students made products .
2. Report writing with costing of above activity.

Distribution of marks Practical Examination (Total Marks-40)

- | | |
|--|---------------|
| 1. Preparation and presentation of Two Dishes | - (15Marks.) |
| 2.Calculation of Calories, Proteins of the prepared dishes | - (10Marks.) |
| 3.Viva based on practical | - (05 Marks) |
| 4.Menu Card | - (05Marks.) |
| 5.Record Book | - (05 Marks.) |

Internal Assessment on Activities (Total-10Marks)

1. Exhibition of students made products . (05 marks).
2. Report writing with costing of above activity. (05 marks)

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Yeshwant Rural Education Society's
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NAAC Reaccredited Grade 'B'

Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Books Recommended

1. Sherman and Longford: Essentials of Nutrition.
2. Dr.Patwardhan: Nutrition in India
3. W.E Aykroyd: The Nutritive value of Indian Food and the Planning of Satisfactory Diet.
4. Maxinre, E.Mc. Divit and S.R.Mudambi: Human Nutrition principles and application in India.
5. R.L. Brijlani: Eating Scientifically.
6. Robinson Proudifit : Normal and Therapeutic Nutrition.
7. S.W.Swaminathan : Essential of Nutrition, part –I and II.
8. Poshan Ani Arogya: Dr.SandipaSurjuse, Vishva Publishers, Nagpur.
9. Poshanani Aharshastra-Dr. Anuradha Nisal and Dr.Prabha Chinchkhede, G. C. Publishers, Nagpur.
10. Poshan ani Aaharshstra :Dr. Mina Kalele, Pimpalapure Publishers, Nagpur.

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

Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur.

B.A. III (Home –Economics)

Semester-V

Child- Development 5T1

Theory - 40 Marks

Theory Internal - 10 Marks

Practical -40 marks

Practical Internal -10 marks

Time: 2 Hrs (Theory)

3 Hrs (Practical)

Course Content

Objectives

- To introduce the field of Child-Development. It's concept ,scope, dimensions and interrelations.
- To sensitize the students to interventions in the field of child- development.
- To understand the biological and physiological foundation of development.
- To appreciate sequential ages of development during child- hood.
- To sensitize students about childhood behavioural problems.
- To understand and appreciate the importance of parents-child development.
- To develop in student's creative ability related to children-leading to enhanced employability.

Course Outcome

| | |
|-----|---|
| CO1 | Given the knowledge of growth and development Students will be able to provide counselling about growth and development. |
| CO2 | Given the detail about prenatal development students will be able to work in a Anganwadi . |
| CO3 | Given the detail about neonatal development students will be able to work with NGO's working in the field of women and child development field. |
| CO4 | Given the detail information about supplementary food preparation ,students will be able to start their own supplementary food production. |
| CO5 | Given the knowledge of stitching of baby products ,students will be able to establish their own start up in baby production . |

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NAAC Reaccredited Grade 'B'

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UNIT-I

- a) **An overview of the field of child-development.** Meaning, Definition, importance and scope of child- development.
- b) **Orientation to growth and development.**
1. Definition of growth and development.
 2. Stages of development.
 3. General Principals of growth and development.
 4. Constraints and facilitators in growth and development.
 5. Influence of heredity and environment on growth and development.
 6. Difference between growth and development.
 7. Factors affecting growth and development.

UNIT-II

- a) **Genetic Inheritance-Fertilization, Number of Chromosomes, sex determination, Genotype and Phenotype.**
- **Prenatal Development-** Emphasis on major developments during the three stages of inter-uterine development.
- b) **Factors affecting prenatal development-** Age of mother, illness, diet and nutrition, stress and emotional strains, environmental hazards etc. Misconception of diet intake during pregnancy and its effect on health, Recommendations.
- **Twins-** Fraternal and Identical.

UNIT-III

- a) **Post- Natal Period-Neonatal Period** -(From birth to two weeks)- Definition, Characteristics, Factors affecting post natal period. Hazards of Neonatal period-Physical hazards, Psychological hazards.
- b) **Infancy and Babyhood (2 weeks to 2 years)-** Definition, Characteristics of babyhood, Physical growth and Motor development, Speech development – Four Pre speech Forms-Crying, Cooing, Babbling ,Gestures.
- Development of senses – Visual, Auditory, Smell, Taste, Touch, Reflexes during neonatal Period-Rooting reflex, Sucking reflex, Blink Reflex, Moro Reflex, Bobinski Reflex, Tonic neck Reflex, Darwian Reflex etc. Hazards and Happiness.

UNIT-IV

- a) **Immunization and its importance.** Importance of Supplementary food.
- b) **Agencies in the field of child development-** Mahila evam Balkalyan vibhag, ICDS, UNICEF, Role of NGO's.

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Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Practical SP1

A) Cooking- Diet planning and preparation of following recipes.

For Pregnant Women-

1. Mix vegetable Paratha and Curd raita with vegetables
2. Vegetable upma/ Vegetable dalia (Soji)
3. Mix vegetable Tikki with chutney
4. Mix Sprouted usal .

For Lactating Women-

1. Aliv Kheer
2. Mix dal dhirde
3. Palak paneer rice
4. Gum Laddo
5. Rajgira and shinghada ladu

B) **Stitching (6 months- 1 year)**

a) Drafting ,cutting and stitching of the following garments.

1. Dupre from old cotton clothes /Cotton cloth baby bag .
2. Baby Nappy (Langot).(Drafting of 3 nappies and stitching of any one pattern),

Internal Assessment Activities

1. Preparation of supplementary food for 0-1 year- Cerelac/Nachni product /Any as per nutrients.
2. Organize guest lecture on , 'Breast feeding and its important ' and report writing of the same.

Distribution of Marks

| | | |
|-----------------------------------|---|------------|
| Practical Examination | - | (40 Marks) |
| 1. Stitching (Any one) | - | (15 Marks) |
| 2. Preparation of dish (Any Two) | - | (15 Marks) |
| 3. Viva Based on Practical | - | (05 Marks) |
| 4. Record book | - | (05 marks) |

Internal Assessment - (10 Marks)

1. Preparation of supplementary food for 0-1 year. Cerelac/ Nachani Product / any as per nutrients - (05 Marks)
2. Organization of guest lecture on , 'Breast feeding and its important ' and report writing of the same. (05 Marks).





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

Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur.

B.A. III (Home –Economics)

Semester-VI

Child- Development 6T1

Total marks-100

Theory - 40 Marks

Theory Internal - 10 Marks

Practical -40 marks

Practical Internal -10 marks

Time: 2 Hrs.(Theory)

Practical -3 Hrs.

Course Outcome

| | |
|-----|--|
| CO1 | Given the information about Early Childhood, students will be able to work in the field of play school. |
| CO2 | Given the detail about speech development and speech defects among children students will be able to work with speech therapists. |
| CO3 | Given the detail about social development students will be able to work with child development Centre. |
| CO4 | Given the detail information about behavioural problems among children and parent child relationship ,students will be able to work with Child counsellor in a schools . |

Course Content

UNIT –I

a)Early Childhood- (2-6 years)

Characteristics, developmental tasks. • Physical development-Definition,

1. Change in size- change in height, weight, development of bones, Teeth etc.

2. Change in body proportion

3. Growth of internal organs, factors affecting physical development.

b) Motor Development- Meaning, Skills of early childhood-Hand skills and leg skills. Handedness,

Essentials of development of skills, factors affecting motor development.

Emotional development-Definition. Types of emotions, importance of emotions, Emotions during early childhood-Positive emotions- Happiness, Love and Affection, Curiosity. Negative emotions- Fear, Anger, Jealousy, Anxiety. Characteristics of emotions, factors affecting emotional development.

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UNIT-II

a) Speech Development-Definition, Importance of speech. Steps of speech development during early childhood- 1)comprehension, 2) Pronunciation, 3) Vocabulary building, 4) Sentence formation.

Speech defects- 1. Lipping 2. Cluttering 3. Stuttering 4. Slurring. Remedies of speech defects. Factors affecting speech development.

b) Intellectual development- Definition, Classification of intelligence, Measurement of intelligence, Intelligence quotient (I.Q.), Factors affecting intellectual development.

Moral development- Definition, Methods of learning of Moral development , Levels of moral development during early childhood, Factors affecting moral development.

UNIT-III

a) Social Development-Definition, Companions during early childhood 1. Associates, 2. Playmates, 3. Friends, 4. Imaginary friends. Forms of social behaviour. Factors affecting social development.

b) Play- Importance of play (Values of play), characteristics of play, Stages of play, Types of play-Free spontaneous play, Dramatic or imaginary play, Constructive play.

UNIT-IV

a) Childhood behavioural problems: Common causes of behavioural problems.

Types of Behavioural problems, its causes and remedies-1. Lying, 2. Stealing, 3. Temper Tantrums, 4. Nail biting, 5. Thumb Sucking.

Parent-child relationship- Importance, Need for desirable Child rearing practices, Parental Challenges –Attraction toward junk food, Television watching and its effects on children.

b) Discipline- Definition, Objectives, Need and importance, Types of discipline 1. Authoritarian discipline 2. Democratic discipline 3. Permissive discipline. Advantages and disadvantages .Role of Reward and Punishment in discipline.

Practical: 6P1

A) Diet planning and preparation of following recipes.

• **For Babyhood (6 months -2 years)**

1. Soft Khichadi, 2. Tomato soup/Mix vegetable clear soup, 3. Nachani/Badam/ Rava Kheer

• **For Pre-school children (2-6 years)**

1. Jawar Ambil 2. Groundnut Chikki/Groundnut laddoo 3. Idli Chutney/Sambar 4. Steamed sprouted Chat 5. Gopal Kala 6. Roti roll with vegetables.

B) Drafting , cutting and Stitching (For 1-2 years)

1. Baby frock
2. Baby feeder

OR

B) Hand Knitting

1. Bonnet
2. Sweater

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Outcome Based and CBCS syllabus ,Bachelor of Arts (B.A.)

Internal Activities:

1. Anganwadi visit and survey .Report writing and presentation in the class.
2. Preparation of Teaching aids for preschool Children: Finger Puppets, Masks, flash cards, Charts .

Distribution of Marks Practical Examination – (40 Marks)

1. Drafting, cutting and Stitching of garment /Hand Knitting (Any one) - (15 Marks)
2. Preparation of dish (Any Two) & Menu card - (15 Marks)
3. Viva Based on Practical - (05 Marks)
4. Record book - (05 marks)

Internals Assessment (10 Marks)

1. Organization of guest Lecture on health awareness of women & children and report writing of the same- (05 Marks)
2. Preparation of Teaching aids for preschool Children: Finger Puppets, Masks, flash cards, Charts, (any one) (05 Marks)

Books Recommended

1. Speaking of child care, Everything you wanted to know (Gupta (1991) 2 nd Ed. New Delhi, Sterling.
2. Child rearing and psycho-social development-New Delhi: Lidhop M (1987) Ashish Publication.
3. Family interaction: Bahr S.J, (1989) N.V. Macmilan.
4. Human Development: Rice F.P. (1995) New Jersey : Prentice Hill.
5. Moral Values in child development- Dutt,S. (1998) New Delhi-Anmol.
6. Child-Development: Elizabeth Hurlock.
7. Child growth and development: Elizabeth Hurlock.
8. Child- Development: Dr .Neelima Sinha and Dr. .Vaijayanti Deshpande, G.C. Publisher, Nagpur.

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Yeshwant Rural Education Society's

YeshwantMahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

RASHTRASANT TUKDOJI MAHARAJ NAGPUR
UNIVERSITY, NAGPUR.

FACULTY OF INTERDISCIPLINARY STUDIES

M.A. HOME ECONOMICS
CBCS Syllabus
Out Come Based (OB)
Choice Based Credit System
(CBCS)
2022-2023



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Rashtrasant Tukdoji Maharaj Nagpur University.

Nagpur

Revised Syllabus of M.A. HOME-ECONOMICS.

Choice Based Credit System

Submitted by

Dr. Anita Dani

Chairperson ,

**Board of Studies, Home-Economics,
Faculty of Interdisciplinary Studies**

Syllabus Framing Committee:

Dr. Anuradha Nisal

Dr. Sampada Naseri

Dr. Sadhana Patil

Dr. Advita Deshmukh

Dr. Kshama Chavan

Dr. Sandhya Deole

Dr. Pratibha Katkar



Yeshwant Rural Education Society's

YeshwantMahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

Rashtrasant Tukdoji Maharaj Nagpur University.
Nagpur

Revised Syllabus of M.A. HOME-ECONOMICS.

M. A. Semester I & II (Choice Based Credit System)

Effective from July, 2022-2023 onwards

Curriculum Structure & Scheme of Evaluation





Theory: 4 periods/Week/Subject (4 Credits) Project/Sessional : 2 periods/Week/ Subject (0.5Credit)

Textile and Clothing Practical (1P2) : 4 periods/Week (2 Credits) No. of Students/Practical Batch: 10 per Practical Batch, including activity based teaching per week.

Expected classroom activities shall consist of the following.

1. Group Discussion
 2. Role Play
 3. Dramatization
 4. Case Studies
 5. Power Point Presentation
 6. Quiz
 7. Debate
 8. Brain Storming
- The teacher is expected to undertake a minimum of four of the above activity.

Eligibility for Admission to M.A. Home- Economics.

An applicant for admission to Semester I examination shall have passed the Bachelor Degree examination of this University or of any other statutory recognized University as equivalent to Bachelor Degree of this University.

Pattern of Question Paper and Examination

1. There will be four units in each paper.
 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 on 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.
 5. Each paper will be of 3 hours duration.
 6. Minimum passing marks will be 40%.
- **Audit Course (Non Credit Course) -Online Distance Learning Courses/Project-** Students can opt any course from any statutory/recognized University or any recognized online learning platform such as SWAYAM/NPTEL/EdX/Coursera as an audit course. Students can opt for project as an Audit Course.

M.A. Home Economics Semester I Students will have

- **Core Course (Two Compulsory Subjects)**
Paper I (1T1) - Research Methods and Statistics
Paper II (1T2) – Textile and Clothing
- **Elective Course**
Paper III (1T3) – Resource Management
OR
Elective - Residential Interior Design
- **Elective Course**
Paper IV (1T4) -Human Development
OR
Early Childhood Care and Education (ECCE).
Practical - (1P1) – Textile and Clothing Practical

Audit Course (Non Credit Course)- Online Distance Learning Course



Yeshwant Rural Education Society's
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Theory: 4 periods/Week/Subject (4 Credits) Project/Sessional: 2 periods/Week/ Subject (0.5Credit)
Food and Nutrition Practical: (4P1): 4 periods/Week (2 Credit)No. of Students/Practical Batch: 10 per Practical Batch

M.A. Home Economics Semester II Students will have –

- **Core Course** (Two Compulsory Subjects)

Paper I (2T1) -Research Methods and Statistics

Paper II (2T2) – Textile and Clothing

- **Practical - (2P1) – Textile and Clothing**

- **Elective Course**

Paper III (2T3) – Resource Management OR Garbha Sanskar

- **Elective Course**

- **Paper IV (2T4) -Human Development OR Guidance and Counselling**

- **Audit Course (Non Credit Course) - Online Distance Learning Course**
Rashtra Sant Tukadoji Maharaj Nagpur University, Nagpur.

M.A. Home Economics (Choice Based Credit System)

Semester I

| Sr. No. | Paper | Subject code | Subject | Teaching Scheme (Hrs/Week) | | | | Credit | Examination Scheme | | | | |
|---------|----------------------------|--------------|---|----------------------------|--------------------|-----------------------------|---------------|--------|--------------------|--|--------------------|-------------|--------------------|
| | | | | Theory (Hours) | Practical/ (Hours) | Project/ Session al (Hours) | Total (Hours) | | Duration (Hours) | Max. Marks | | Total Marks | Min. Passing Marks |
| | | | | | | | | | | 1 Hr.Th= 1 2 Hr. Pr.– 1 2 Hr. Project/ Sessional–0.5 | External Th. Marks | | |
| 1 | I (Core) | 1T1 | Research Methods and Statistics | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 2 | II (Core) | 1T2 | Textile and Clothing | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 3 | III (Elective) | 1T3 | Resource Management OR Residential Interior Design | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 4 | IV (Elective) | 1T4 | Human Development OR Early Childhood Care and Education (ECCE). | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 5 | Practical | 1P2 | Textile and Clothing Practical | --- | 04 | - | 04 | 02 | 03 | 80 | 20 | 100 | 40 |
| | | | Total | 16 | 04 | 08 | 28 | 20 | 15 | 400 | 100 | 500 | 200 |
| 6. | Audit Course (Non Credit) | 1T5 | Online Distance Learning Course | | | | | | | | | | |

(Subject Code: 1-Semester I, T-Theory, P-Practical)



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

Rashtra Sant Tukadoji Maharaj Nagpur University, Nagpur.

M.A. Home Economics (Choice Based Credit System)

Semester II

| Sr. No. | Paper | Subject code | Subject | Teaching Scheme (Hrs/Week) | | | | Credit 1Hr.Th.= 1 2Hr. Pr.= 1 2Hr.Project Sessional=0.5 | Examination Scheme | | | | |
|---------|---------------------------|--------------|---|----------------------------|-------------------|---------------------------|---------------|---|--------------------|--------------------|---------------------------|-------------|--------------------|
| | | | | Theory (Hours) | Practical (Hours) | Project/Sessional (Hours) | Total (Hours) | | Duration (Hours) | Max. Marks | | Total Marks | Min. Passing Marks |
| | | | | | | | | | | External Th. Marks | Practical/Internal Marks. | | |
| 1 | I (Core) | 2T1 | Research Methods and Statistics | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 2 | II (Core) | 2T2 | Textile and Clothing | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 3 | III (Elective) | 2T3 | Resource Management OR Garbha Sanskar | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 4 | IV (Elective) | 2T4 | Human Development OR Guidance and Counselling | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 5 | Practical | 2P2 | Textile and Clothing Practical | --- | 04 | - | 04 | 02 | 03 | 80 | 20 | 100 | 40 |
| | | | Total | 16 | 04 | 08 | 28 | 20 | 15 | 400 | 100 | 500 | 200 |
| 6. | Audit (Non Credit Course) | | Online Distance Learning Course | | | | | | | | | | |

(Subject Code: 2-Semester II, T-Theory, P-Practical)



M. A. Home Economics

Semester I

Paper -I

(Core Course)

Research Methods and Statistics

Subject Code - 1T1

Total Marks: 100

Theory : 80

Sessional : 20

Objectives: To enable students to -

- 1) Understand the significance of Research Method in Research.
- 2) Apply statistical techniques to research data for analyzing, interpreting and tabulating data meaningfully.
- 3) To develop ability to present and interpret data in a research report of thesis.

Course Outcome – After completion of this course students should be able to –

| | |
|-----|---|
| CO1 | Discuss the importance of Research, Research process and types of research and their use. |
| CO2 | Recognize the main characteristics of qualitative and quantitative research design. |
| CO3 | Formulate a research problem, frame objectives, set hypothesis and a research design applicable to address the problem. |
| CO4 | Design a good quantitative purpose statement and good quantitative Research questions and hypotheses. |
| CO5 | Define the meaning of a variable, and to be able to identify independent, dependent, and mediating variables. |
| CO6 | Discuss about importance of statistics in research and should be able to use the basic statistics i.e. mean, median, mode, standard deviation etc. |
| CO7 | Appropriately apply the tools of descriptive statistics, e.g., frequency distributions, measures of central tendency, and measures of variability, to organize, summarize, and describe research data |
| CO8 | Apply concept of correlation and Probability to answer a research problem or hypothesis. |

Unit – I Introduction to Research

- a) **Scientific Method**-Meaning, Definitions, Characteristics of Scientific Method and Steps of Scientific Method.
- b) **Meaning and definitions of Research**, Objectives of Research, Research Process, Basic and Applied Research. Qualities of good research worker.
- c) **Types of Research Methods**: Historical, Survey and Experimental Research.

Unit – II Formulation of Research Plan

- a) **Formulation of Research Problem**- Meaning, definitions, Factors in formulation of Research



Problem, Process of problem formation, Helping factors to determine Research Problem and Essential conditions for formulation of Research Problem.

b) **Research Design**-Meaning, Definitions and characteristics of Research Design, Essential factors for Research Design, Objectives, Importance and Steps of Research Design. Types of Research Design – Exploratory, Descriptive, Diagnostic and Experimental Research Design.

c) **Hypothesis** – Meaning, Definitions, Sources of Hypothesis, Characteristics of Good or Usable hypothesis, Importance and Types of Hypothesis.

Variables: Importance and Types.

Unit – III Fundamentals of Statistics

a) **Meaning, Definitions and Scope of Statistics**, Functions of Statistics, Importance and Limitations of Statistics in Research.

b) **Measures of central tendency**: Mean, Mode, Median, and Variability.

c) **Concept of Deviation** - Range, Quartile Deviation, Mean Deviation and Standard Deviation.

Unit – IV

a) **Correlation**: Concept of Correlation, Importance of correlation, Karl Pearson's Co-efficient of Correlation, Rank Correlation.

b) **Concept of Normal Distribution Curve and Probability**: Formal & empirical concept, Use of Normal Distribution Curve.

c) **Properties of Normal Distribution Curve** and its Applications.

Sessional: 20 Marks

Pilot Study – (Sample Size – 25)

1. Selection of topic for research, formulation of Null hypothesis and conducting a survey on related topic. **-10 marks**

2. Assignment on statistical problems on related topics. **- 10 Marks**

References:

1. The Elements of Research – F.L. Whitney.
2. An Introduction of Scientific Research – E.B. Wilson.
3. A Handbook of Methodology of Research – Dr. R.P. Devdas
4. Methods in Social Research – Goode & Hart.
5. Methodology and Technique of Social Research – Wilkinson and Bhandarkar.
6. Fundamentals of Applied Statistics – S.C. Gupta
7. An Introduction of Statistical Methods – C.B. Gup
8. Applied General Statistics – Crowdon & Croxton
9. Sampling Methods for census and Education – G.A. Ferguson.
10. Research Methodology : Methods and Techniques- C. R. Kothari
11. Mulbhut Sankhyiki (Fundamental Statistics) Prof. Ram Deshmukh



M. A. Home Economics

Semester I

Paper II

(Core Course)

Textile & Clothing

Subject Code - 1T2

Total Marks - 100

Theory - 80

Sessional - 20

Objectives-

1. To develop an understanding of different types of fibers, yarns and finishes.
2. To gain practical knowledge of dyeing and weaving.

Course Outcome: After completion of course, students will be able to,

| | |
|-----|---|
| CO1 | Receive detailed knowledge about the properties of different fibers and their use in day to day life. |
| CO2 | Gain detailed knowledge of manufacturing process of natural and manmade fibers and will be able to identify different types of yarns. |
| CO3 | Use different methods of fabric construction. |
| CO4 | Identify the differences in woven and nonwoven fabric. |
| CO5 | Prepare different types of fabric finishes. |
| CO6 | Prepare different types of dyes by using dyeing techniques, and application of suitable Dye on different types of fabric. |
| CO6 | Attain skills on various printing techniques. |
| CO7 | Prepare an album of origin of various Traditional Indian Textiles. |

Course Content

Unit I- Textile Fibers and Yarns

a) Introduction to Textile Fibers:

Textile Fibers – Definitions, Classification

Natural Fibers: Cellulosic fibers - Manufacturing process, Properties and of Cotton and Linen, Hemp Jute, Ramie

Protein fiber- Manufacturing process, Properties and uses of Wool and Silk,

Specialty fibers - Properties and uses of Alpaca, Camel Hair, Cashmere, Llama, Mohair, Vicuna, Fur

Manmade fibers –

Non Thermoplastic Fibers: Manufacturing process and properties and uses of Viscose Rayon and Acetate Rayon

Thermoplastic fibers: Manufacturing process and properties and uses of Nylon, polyester, Acrylic, Spandex

b) Yarn formation – Mechanical and chemical spinning.

c) Types of yarns – Simple, Novelty, Textured yarn.



Unit II -- Fabric Construction

- a) **Weaving** - Handloom and its parts and functions Basic weaves- Simple Weaves, Twill, Satin and Sateen weave Novelty Weaves- Huckaback, Honeycomb, Pile, Gauze, Leno, Crape, Birds Eye, Jacquard and Dobby weave
- b) **Knitting** – Classification of Knitted fabrics-Warp and Weft knit and their uses.
- c) **Non-Woven** - Felts, Bonded fabric, Braiding.

Unit – III - Finishes and Dyeing

- a) **Finishes** -Definition, classification and Purpose of Finishes .
General Finishes --Mercerizing, Singing, Scouring, Bleaching, Sanforizing, Calendaring, Brushing, Weighting, Degumming, Tentering, Delustering, Sizing . Special Finishes-Waterproof, Fireproof, Mothproof and Crease resistant Finish. Special Finishes used to improve the Aesthetic value of fabrics- Shearing, Crapping, Embossing, Moiring and Napping . The Nano finish : Anti-Microbial Finish, Anti-Pollen Finish, Flame Retardant Finish, Odour Fights Finish, Uv Protection Finish
- b) **Dyeing** - Classification of dyes- Natural and Synthetic Dyes Different dyeing Methods - Fiber dyeing, Top Dyeing, Yarn dyeing, Piece dyeing, Dope Dyeing and Garment dyeing.
- c) **Methods of Fabric Printing**-Tie & dye, Batik, Screen, Stencil, Roller and Block Printing.
Environmental impacts of textile dyeing and printing process.

Unit – IV Traditional Textiles of India

- a) **Traditional Embroideries of India**- Introduction, Kashmiri, Kasuti, Manipuri, Chikankari, Fulkari, Kantha, Applique work of Bihar, Chamba Rumal, Kuch and Katiyawad, Zardozi Embroidery.
- b) **Woven Textiles of India**- Kam - Khwab, Bafta , Abi rawan, Brocades of Banaras, Paithani, Pitambar and Himru - Amru of Maharashtra, Kanjiwaram saris of Kanchipuram, Dacca Muslin, Balucheri and Jamdani of Bengal, Irkali sari of Karnataka, Chanderi and Maheshwari Saris of Madhya Pradesh.
- c) **Painted and Dyed Fabrics of India**
Painted- Madhubani and Kalamkari,
Dyed Fabrics- Patola , Bandhani

Sessional :

20 Marks

- 1. Seminar on related Topics. **10 marks**
- 2. Preparing Album of Motifs of Various Printing Techniques/ Traditional Textiles of India. **10 marks**

References:-

- 1) Hess - Textile fabric and their uses
- 2) Joseph ML - Essential of Textiles - by Hot Winston New York
- 3) Potter MD 4 Corbman B.P. Textiles - Fibre for fabrics, By Mc Gowhill Inc, USA
- 4) Doongaji S & Deshpande R - Basic Process of Clothing Construction.
- 5) Prayag - Textile Printing
- 6) Pandit savitri - Indian Embroidery.
- 7) Dorothy Siegart - Lyle, Modern Textiles, John Wiley and Sonss Inc New York
- 8) Ritu Jindal - Hand book for fashion designing Mittal Publication, New Delhi U
- 9) Zarakpar K.R. Systems of Cutting, Bombay Zarakpar Tailoring College.
- 10) John willow Nicholas Barnard - Traditional Indian Textiles.
- 11) Dr. Vimal Adhau.- Vastrashastra
- 12) Dr. Pramila Verma.Vastra-Vidyan aevam Paridhan .
- 13) Dr Vrunda Singh.- Vastra-Vidyan aevam Paridhan



M. A. Home Economics Semester I

Paper – III

(Elective Course)

RESOURCE MANAGEMENT

Subject Code - 1T3

Total Marks :100

Theory: 80

Sessional : 20

Objective : - To enable students to

- 1) Understand various concepts and principles of management and its functions.
- 2) Understand the significance of management in changing environment.
- 3) Develop the ability to use motion and time techniques.
- 4) Create awareness about resources.

Course Outcomes

After completion of this course it will help the students –

| | |
|-----|---|
| CO1 | To utilize knowledge regarding managerial skills. |
| CO2 | To understand and utilize the knowledge of decision making in their day to day life. |
| CO3 | To develop insight regarding values in the family. |
| CO4 | To clear the concepts of the role of woman in family life cycle. |
| CO5 | To create awareness in the students regarding family budget saving and investment facilities. |
| CO6 | To create awareness among students regarding reality and problems of community services. |
| CO7 | To develop awareness regarding the role of ergonomics in daily life and its application in work simplification. |
| CO8 | To understand stress and its management. |

Course Content

Unit – I

a) Family Resources

Concept, definition and meaning, characteristics and classification of resources. Objectives and principles of use of resources.

Factors affecting family resources and methods to maximize the utilization of resources.

b) Aspect of Home Management –

Concepts, philosophy, definition and objectives of Home Management.

Obstacles in the improvement of Home Management and Process of Management. Qualities associated with management and methods of evaluating managerial ability.

c) Decision Making –

Definitions, importance and steps of decision making.



Techniques and tools for decision making and the role of decision making in home management.
Stress and conflict during decision making.

Unit – II

a) Determinants of management process –

Values – Definitions, sources of values, patterns, status security. Goals – Definitions, types and factors affecting choice of goals; Standard – Quality control and total quality management.
Harmony and Ethics- Definition and importance.

b) Family life cycle-

Concept and stages of family life cycle.

Management during various stages of family life cycle. Role of woman in the various stages of family life cycle.

c) Management of material –

Concept and importance of material resources. Complexity of managing materials.
Planning, controlling and evaluating material resources.

Unit - III

a) Money Management

Definition, meaning and importance and Techniques of money management. Role of woman in managing family income budgets.

Contribution of working woman in improving economic conditions.

b) Savings and Investments

Saving facilities and investment opportunity. Role of credit in finance.

Economic security and financial alternatives.

c) Community Services / Resources:

Definition, importance in daily life, Local and National development. Reality and problems of community services.

Role of home makers in management of these resources.

UNIT: IV

a) Ergonomics:

Definition, scope and nature of ergonomics in home and other occupation. Ergonomics in Home- Anthropometric dimension of workers at work and at rest.

Man –Machine – Environment System. Normal and maximum vertical and horizontal reaches.

b) Work Simplification:

Definition, meaning and importance of work simplification. Principles and Techniques of work Simplification.

Mendel's classes of Change and Correct and Incorrect Work Practices.

c) Stress Management:

Definition, meaning and importance of stress and stress management. Causes and effect of stress.

Stress management techniques / Coping techniques.

Sessional:

Total: 20 Marks

1. Seminar / Assignment on related Topics.

10 Marks



2. Practical on Maximum and comfortable reaching heights in different household activities.

10 marks

- (a) Use of Different Pen – Pencil Techniques for house hold activities-
- (i) Process Chart- Washing Utensils, Roti Making.
 - (ii) Operation Chart – Vegetable Cutting, Dough kneading.
 - (iii) Pathway Chart –, Tea Making, Table Laying.
- (b) Kneading of dough at three different heights.
- (c) Ironing of clothes at three different heights.

References:

- 1) Management for Modern families - Gross and Crandall
- 2) Management in family living - Nickel and Dorsey.
- 3) Motion and Time Study - Alph M. Barnes.
- 4) Work Simplification- Gerald Nadler
- 5) Time and Motion Study - Mundel
- 6) Home Management Context & Concepts - R. E. Deawn and F. M. Firebough (Haughton Muffin Co-Boston 1975)
- 7) Modern Management Issues and Ideas - David R. Hampton.
- 8) Management a decision making Approach - Young Stanley.
- 9) Ergonomics of Home - Francis and Taylor Co.
- 10) प्रगत गृहव्यवस्थापन – डॉ. आशा निमकर
- 11) Parivarik Sansadhah Vyavastha –Dr. Vrunda Singh
- 12) Gruha Vyavastha aevam Gruha Kala- Dr G.P. Shiery
- 13) Introduction to Home Management- Swanson



M. A. Home Economics
Semester –I
Paper -III
(Elective Course)
Residential Interior Design

Total Marks : 100

Theory : 80

Sessional : 20

Objectives -To enable students to –

- To acquire basic knowledge of principles involved in residential houses and its interiors.
- To provide knowledge of the principles and methods of creating attractive interiors.
- To understand the different components of interiors.
- To understand the needs of managing space with relation to needs and efficiency.

Course Outcomes

| | |
|------------|--|
| CO1 | Given the information about Element and principles of Design, in interior designing terminology, students will be able to make use of elements and principles of design in interior designing. |
| CO2 | Given the information about materials and methods of interior construction students will be able to make use of materials and methods of interior. |
| CO3 | Given the knowledge of fixtures and finishes and lightings, Students will experience and learn by visiting actual interior construction sites. |
| CO4 | Given the knowledge of Accessories in interior designing, students will be able to work in the field of gardening, sculpture, paintings, flower arrangement and start their self-employment. |
| CO5 | Given the detail information about designing of various spaces, students will be able to prepare work plan of living space, kitchen, sleeping space, child's room bathroom etc. |

Course Content

Unit-1

a. Interior Design

Elements of arts and principles of design with reference to interior designing.

Meaning, importance of elements of arts and its use in interior design.

- 1.Line
- 2.Light
- 3.Space
- 4.Pattern
- 5.Shape
- 6.Colour
7. Texture
8. Idea



Meaning, importance of principles of design and its use in interior design.

1. Harmony
2. Emphasis
3. Balance
4. Rhythm
5. Proportion

b. Terminology used in interior designing.

1. Focal point 2. Elevation 3. Interior wall 4. Hue 5. Case goods

c. Importance of technical drawing and graphic presentation.

Basic symbols used in interior design .

Unit-2

a Interior construction

Materials used for interior construction – Traditional and Modern.

b. Importance of planning and proper utilization of space for interior construction.

Connecting the Space

c. Types of space

Social-Living and Dining area.

Private-Bedroom

Work-Office

Storage

Unit-3

a. Study of various types of Fixtures , used in Home Interior, their use , selection, care, merits and demerits.

b . Study of various types of Finishes used in Home Interior ,their use, selection, care ,merits and demerits.

c. Study of various types of Lightings used in Home Interior ,their use, selection, care ,merits and demerits.

Study of various types of Furniture design used in Home Interior ,their use, selection, care ,merits and demerits.

Unit-4

a. Accessories in interior designing

- Gardening,
- sculpture,
- paintings,
- flower arrangement

b. Designing of space

- Living space
- Kitchen
- Sleeping space
- Children's room
- Bathroom

c. Furnishing



Sessional

20 Marks

1. Assignment on related topic --10 Marks
2. Survey of any one site interior design -10 Marks

References

1. Ball, Victorims, K. (1980)- The of Interior Design, McMillan & Co., New York.
2. Bhatt. P.D., Goenka S (1990)- Foundation of Art & Design, Lakhani Book Depot, Mumbai
3. Encyclopedia of Interior Design
4. Gross, I.H. and Crendall, E.W., and Knoll, M.M. - Management for Modern Families, Prentice Hall Inc. New Delhi
5. Bherathe W and Redsh, K. (1986)- Family Resource Management, Discovery Publishing House, New Delhi, 1994
6. Caroline Atkins, The Sunday Times- Small Spaces for Modern Living
7. Geetika Khanna: The art of interior designing
8. Encyclopedia of interior designs
9. Ball, Victorims K.- The art of interior design, Mc Millan & Co., New York
10. Nickell and Dorsey- Management in family living. CBS Publishers and Distributors, New Delhi
11. A new smart approach to home decorating- Creative Home Owner-Upper Saddler, River, New Jersey





M. A. Home Economics

Semester I

Paper IV

(Elective Course)

Human Development

Subject Code - 1T4

Total Marks : 100

Theory : 80

Sessional : 20

Objectives

- To make students aware of Human Development.
- To enable students understand the importance and use of different psychometric tests.
- To understand different approaches and theories of learning, creativity and intelligence.

Course Outcomes

| | |
|-----|--|
| CO1 | Given knowledge about domains of Human Development and Psychological tests students will be able to work with Psychologists for testing . |
| CO2 | Given knowledge about different methods of child study students will be able to conduct research in the field of child research. |
| CO3 | Given the knowledge about learning theories in education students will be able to implementation of theories in the field of education. |
| CO4 | Given the knowledge about personality development students will be able to conduct personality development workshops. |
| CO5 | Given the knowledge about theories of intelligence and creativity students will be able to conduct workshops of creativity for young children. |

Course Content

Unit I: The study of Human Development

- a) The Three domain
 - Biosocial Development
 - Cognitive Development
 - Psychological Development
- b) Methods of child study- Importance and its Need.
 - Scientific method.
 - Observation method
 - Interview method
- c) Psychological Tests-Meaning, Importance and use of Psychological Tests.
 - Psychometric method
 - Scale for infant assessment



- Draw a man test
- Children Apperception Test.

Unit II: Theories of Learning

- a) Definition of learning, Process, steps and stages of learning, Characteristics of Learning
Types of Learning – Pavlov- Classical conditioning Experiment-Meaning , Nature and basic Principles of Classical Conditioning process. Educational importance or implications of theory.
- b) **J.B. Watson's Experiment-** (Meaning) Principles- 1. Time Principle 2. Principle of intensity 3. Principle of Consistency 4. Principle of Repetition 5. Principle of Inhibition.
Skinner-Operant Conditioning Experiments 1,2 and 3. -Meaning, Operant Behaviour, Elicitate Behaviour, Meaning of Reinforcement, Types of Reinforcement- Positive and Negative reinforcement. Educational importance or implications of Theory.
- c) **Thorndike's Theory-** Meaning, **Primary Laws**-Law of Learning, Law of Readiness, Law of Exercise, Law of Effect. **Secondary Laws**-Law of multiple response, Law of mental state, Law of partial activity, Law of Assimilation and Analogy, Law of Associative uplifting. Educational Implications of Theory.

Unit III: Personality Development

- a) Definitions, Meaning, Importance.
- b) Determinants of Personality
- a) Heredity and environment
 - b) Learning and maturation
 - c) Family Environment
 - d) School and Society
 - e) Culture
 - f) Experiences
- c) Classification of Personality- a) Hippocrates b) Sheldon c) Kreshmer

Unit IV: Theories of Intelligence

- a) Meaning ,definitions, Developments of Intelligence, Factors affecting intelligence.
- Theories of Intelligence**
- i) Binet's Uni factor Theory.
 - ii) Spearman's two factor Theory.
- b) i) Thurston's Group factor Theory.
ii) Guilford's three dimensional model of Intelligence.
- c) Definitions and concept of creativity
- i) Types of creativity (everyday creativity and eminent creativity, Gifted Child)
 - ii) Different approaches to the study of creativity-Dynamical approach (Freud)
Cognitive approach (Mackinnen)
Gardener Approach (Brain storming, problem solving.)
 - iii) Factors affecting creativity.

Sessional: 20 Marks

- | | |
|---|----------|
| a) Seminar on curriculum related topics | 10 Marks |
| b) Psychological Test -Use ,Collection of data and Methodology (Any One). | 10 Marks |
| (i) Mental Health Test for Adolescents | |



(ii) Emotional Stability Test for Children

Reference Books: -

1. Child Development by Elizabeth Hurlock.
2. Developmental psychology by Elizabeth Hurlock.
3. Nursery school by Katherina Road.
4. Nursery schools in India by Pramila Barookh.
5. Personality and Education by David Eontana.
6. Kishoravastha by Nalinee Chandwaskar.
7. Child psychology by H. Rudolph Schaffer.
8. The developing person through the life span by Kathleen Stassen Berger.
9. Vasta, R (Ed) (1992) Six Theories of child Development. Revised Formulations and current issues. London: SessicaKingsley Publishers Ltd.
10. वैकृतिक मलसललल कुमतेकर, वेलुडे, देसलई
11. Human Development by – Diane E Papalia and Sally Wendkos old^s 5th Edition 1981. Tata McGraw Hill Publishing Company New Delhi.





M. A. Home Economics

Semester - I

Paper IV

(Elective Course)

Early childhood Care and Education

Subject Code - 1T4

Objectives:

1. To understand the principles of ECCE.
2. To understand the importance of ECCE in the development of Children

Total Marks : 100

Theory : 80

Sessional : 20

Course Outcomes: After completion of the course the students will be able to:

| | |
|-----|---|
| CO1 | Learn aims and objectives of Early Childhood and Care Education, based on child development |
| CO2 | Enhance the qualities of nursery (pre-primary) level teachers. |
| CO3 | Prepare a plan of play-way approach for the holistic development of children. |
| CO4 | Understand the Growth and Development of Child. |
| CO5 | Understand the principles of programme planning, and acquire the skill set in planning and administration of ECCE centre. |
| CO6 | Prepare themselves to work in the field of ECCE. |

Unit I: Early Childhood Care and Education In India:

- a) Introduction, Early Childhood Years, Process of Maturation and Learning, Growing Child and ECCE Teacher
- b) Aim and Objectives of ECCE: General Objectives, Specific Objectives, Curriculum Implications, Integration of Education and Care. Early Childhood Education Movement in India: Pre-Independence Initiatives, Post-Independence Initiatives.
- c) Programmes /Scheme and Innovations in ECCE : Integrated Child Development Services, Balwadi, Mobile Crèches, Innovations.

Unit II: Growth and Development of Child

- a) Introduction, Meaning and Scope of Child Development
- b) Growth and Development: Role of Genetic and Environmental Factors in Development, Role of Home and School.
- c) The Preschool Experience: Children with Special Abilities and Disability, Factors Influencing Child Development, Role of Neighborhood, Community and Mass Media in Child Development.



Unit III : Early Childhood Education Curriculum:

- Introduction, Children and Their Developmental Characteristics, Essential Features of ECCE Curriculum: Variety, Playful Environment, Drawing and Art as a Medium of Expression, Cognitive Skills through Sensory Experiences, Balance Development, Components of ECCE Curriculum
- Methods, Materials of ECCE and Techniques of ECCE Teaching
- Play and its Significance In ECCE: Significance of Play in Development of Child, Types of Play, Play Preferences

Unit IV - ECCE Program Planning, Organization and Management

- ECCE Program Planning : Introduction, Basic Considerations while Planning, Planning of Activity, Long and Short Term Planning, Stages of Planning. Observation, Recording and Reporting: Observation, Preparing Records and Reporting Findings, Maintenance of Reports and Records.
- Organization and Management: School Premises :- Location, Planning The Facilities, Playground Equipment for Preschool/ECCE Centre: Characteristics of the Equipment, Criteria For Selecting Equipment and Play Material
- Staff Management: The Headmistress, Distribution of work, Duties , Qualities of Good ECCE Centre, Important School Registers And Records.

Sessional : 20 marks.

1. Assignment on any related topic. 10 marks
2. Plan a lesson for ECCE and conduct a lesson with the help of teaching aids. 10 marks.

Reference Books: -

1. Child Development by Elizabeth Hurlock.
2. Developmental psychology by Elizabeth Hurlock.
3. Nursery school by Katherina Road.
3. Nursery schools in India by Pramila Barookh.
4. Personality and Education by David Eontana.
5. Kishoravastha by Nalinee Chandwaskar.
6. Child psychology by H. Rudolph Schaffer.
7. The developing person through the life span by Kathleen Stassen Berger.
8. Vasta, R (Ed) (1992) Six Theories of child Development. Revised Formulations and current issues. London: SessicaKingsley Publishers Ltd.
- एव-----वैकल्पिक मानसशास्त्र कुमतेकर, बोरुडे, देसाई
10. Human Development by – Diane E Papalia and Sally Wendkos old^s 5th Edition 1981. Tata McGraw Hill Publishing Company New Delhi.
12. Paramhik balyaastha -dekh bhal aur shiksha- Manjit Sen Gupta. PHI Learning Private Limited. Delhi.
13. Early Childhood Care and Education -M.Sen Gupta, PHI Learning Private Limited. Delhi.



M. A. Home Economics

Semester I

Paper II

1P2

Textile and Clothing Practical

Total Marks: 100

External: 80

Internal: 20

1. Preparing an album of samples of different regional Embroideries of India-

20 Marks

- a) Kashida of Kashmir
- b) Kasuti of Karnataka
- c) Phulkari of Punjab
- d) Kantha of Bengal
- e) Chikankari of Uttar-Pradesh
- f) Embroidery of Manipur
- g) Chamba of Himachal Pradesh
- h) Kathiyawadi Embroidery
- i) Kutchha Embroidery of Gujarat
- j) Zardozi work

2. Making samples of different types of printing-

10 Marks

Tie and Dye, Batik, Block, Stencil and Screen printing

Article Making-

Total: 25 Marks

- ✓ Making Article using Regional Embroidery Stitches (Any One)-

15 Marks

Yoke/Sleeves/Boarder/Wall Frame/Cushion covers.

- ✓ Making Article using Printing techniques (Any One)-

10 Marks

Scarves/ Dupatta/Table cloth/Table mats/Table runner/Cushion covers.

Marking Scheme for Practical examination-

Total: 25 Marks (Time – Three Hours)

- Embroidery sample (Any one) 12 Marks
- Sample of any type of printing 08 Marks
- Viva- Voce 05 Marks

Internal Activity-

Total: 20 Marks

1. Visit to Weaver's Center/ Sericulture center/Exhibitions/Dyeing and Printing Units and writing a report of the visit.

10 Marks

2. Collection of samples of different types of Fibers, yarns and fabric and making a Album .

10 Marks



M. A. Home Economics

Semester II

Paper – I

(Core Course)

Research Methods and Statistics

Subject Code - 2T1

Total Mark: 100

Theory : 80

Sessional : 20

Objectives : To enable students to -

- 1) Understand the significance of research method in research.
- 2) Apply statistical techniques to research data for analyzing, interpreting and tabulating data meaningfully.
- 3) To develop ability to present and interpret data in a research report of thesis.

Course Outcome – After completion of this course students should be able to -

| | |
|-----|---|
| CO1 | Distinguish between a population and a sample. |
| CO2 | Know the various types of quantitative sampling and general consideration in determination of sample size. |
| CO3 | Prepare the steps in the process of quantitative data collection and appropriate selection of method to be used. |
| CO4 | Adopt the techniques of coding, various types of classification tabulation, interpretation and its application in research. |
| CO5 | Interpret the diagrams and graphs. |
| CO6 | To write a research paper. |
| CO7 | Appropriately apply inferential statistical procedures, e.g., t-test, correlation, ANOVA, Chi square to test research hypotheses and interpret the results. |

Course Content

Unit - I

- a) **Sample and Census Method-** Meaning and definition of sample and census, Basic principles of sampling, characteristics of good sample, difference between census and sample, Main steps of sampling, Advantages of sampling, Limitations of sampling, Size of sample.
- b) **Sampling Techniques-** Types Probability sampling and Nonprobability sampling with merits and demerit, problems of sampling and their remedies,
- c) **Data collection-** Meaning and Definition of data, Data Collection - Meaning Definition and characteristics of data, Importance & Types of Data, Sources of Data, Methods of Data collection, their merits and demerits.



Unit - II

- a) **Classification of Data** - Definitions, characteristics and objectives of Classification, Types of Classification, characteristics of Ideal Classification.
- b) **Tabulation of Data** - Definitions, Objectives of the tabulation, Characteristics of a good Table, Types of Tables, Rules and precautions while preparing Tables, Advantages of tabulation.
- c) **Interpretation of Data** - Meaning and definition of Analysis and Interpretation, Importance of Analysis and Interpretation of data, preparation of analysis and interpretation, process of Analysis and Interpretation.

Unit - III

- a) **Report Writing** – Meaning, definitions and importance of research of report, Objectives of Research Report, contents of Report, characteristics of good Report, problems in preparing research report, Bibliography.
- b) **Graphical and diagrammatic representation** -
Meaning of graph , procedure of constructing graph, use of scale in graph. Types of graphs- Histogram and frequency distribution graphs, Merits and Demerits of graphs. Objectives , Characteristics of Diagram, Importance and limitations of Diagram, Types of diagram. Importance and Application of Computer in Research.
- c) **Association of attributes.**

Unit – IV

- a) **Chi square and its application.**
- b) **t test and f test and its application.**
- c) **Analysis of Variance (One way ANOVA).**

Sessional: 20 Marks.

- 1. **Pilot Study – (Sample Size – 25)** **10 Marks**
Classification and tabulation of collected data in First Semester . Diagrammatic and graphical representation of data.
- 2. **Assignment on statistical problems on related topics. -** **10 Marks**

References:

- 1. The Elements of Research – F.L. Whitney.
- 2. An Introduction of Scientific Research – E.B. Wilson.
- 3. A Handbook of Methodology of Research – Dr. R.P. Devdas
Methods in Social Research – Goode & Hart.
- 4. Methodology and Technique of Social Research – Wilkinson and Bhandarkar.
- 5. Fundamentals of Applied Statistics – S.C. Gupta
- 6. An Introduction of Statistical Methods – C.B. Gup
- 7. Applied General Statistics – Crowdon & Croxton
- 8. Sampling Methods for census and Education – G.A. Ferguson.
- 9. Research Methodology : Methods and Techniques- C. R. Kothari
- 10. Mulbhut Sankhyiki (Fundamental Statistics) Prof. Ram Deshmukh
- 11. Shasatriya Sanshodhan Paddhati- Dr. B. M. Karhade
- 12. Samajik Sanshodhan Paddhati shastra va Tante – Dr. Pradeep Aaglave
- 13. Sankhyiki Tatwa ani Vyavahar- Prof. S.M.Kolte.



M. A. Home Economics

Semester II

Paper II

(Core Course)

Textile & Clothing

Subject Code - 2T2

Total Marks: 100

Theory: 80

Sessional: 20

Objectives:

1. To gain practical knowledge of dyeing and painting.
2. To Develop skills of making paper pattern of different types of garments.

Course Outcomes: After completion of the course, students will be able to,

| | |
|-----|--|
| CO1 | Learn about general psychology and fashion in clothing. |
| CO2 | Apply Elements and principles of design and their application to clothing. |
| CO3 | Take body measurements and prepare standard body measurement chart. |
| CO4 | Prepare different bodice block and their application. They will get hands on knowledge of laying, cutting and stitching fabrics. |
| CO5 | Select clothing according to different types of Figure, age and occasion. |
| CO6 | To make best out of waste using renovation techniques. |
| CO7 | Acquire practical knowledge about garment fitting techniques. |

Course Content

Unit -I Understanding Clothing and Fashion

a) History of Clothing, Psychological effects of clothing and factors affecting selection of clothing.

b) **Design Analysis-** Application of Elements of design- Silhouette, Line, Colour and Texture.

Principles of design in clothing- Harmony, Balance, Proportion, Rhythm, and Emphasis.

c) **Fashion-** Definition , History , Fashion adoption Theories, Fashion cycle, factor affecting fashion and trends.

Scope of fashion designing- Textile Designing, fashion Designing, Fashion Marketing or Merchandizing.

Unit II Clothing Construction

a) **Body measurement and construction –**

Body measurements, its importance and preparing measurement chart.

Preparation of fabric for clothing construction, Fabric Layout, placing and cutting paper patterns in relation to texture and design (Stripe, Printed, Checks and Bordered Fabric) Basic stitching procedure.

b) **Basic blocks** - Child's basic bodice block, Adult basic bodice block, Skirt and sleeve basic block.

c) **Pattern making** - Introduction, advantages and Uses

Methods of pattern Making- Drafting, Draping, and Flat patterns.

Unit - III Basic Elements in Garment Construction

a) **Seams-** Definition, Types and Functions.

b) **Types of Fullness-** Darts, Tucks, Gathers, Pleats, and Ruffles

c) **Sleeves** - Plain, Bell, Flared, Puff, Raglan, Magyar, Kimono. **Collars** -Flat Collar, Peterpan, Stand, Cape, Bishop, Shawl and Shirt collar. **Skirts** - Pleated, A-line, Half and Full ircular,(umbrella),



and Wrap Around. Necklines and trimming materials.

UNIT IV: Selection and management of clothing

- a) Selection of dress design according to different body types and shapes.
- b) Fitting problems and their remedies.
- c) Wardrobe Planning, Selection of Clothing for different age groups, Clothing for different occasions. Renovation of garments- Introduction and Types- Darning, patchwork and alteration.

Sessional :

1. Seminar on related Topics.

20 Marks

2. Preparing Album on dress design according to different types of figures.

10 Marks

10 Marks

References

- 1) Hess - Textile fabric and their uses
- 2) Joseph ML - Essential of Textiles - by Hot Winston New York
- 3) Potter MD 4 Corbman B.P. Textiles - Fibre for fabrics, By Mc Gowhill Inc, USA
- 4) Deongajis, & Deshpande R - Basic Process of Clothing Construction.
- 5) Prayag - Textile Printing
- 6) Pandit savitri - Indian Embroidary.
- 7) Dorothy Siegart - Lyle, Modern Textiles, John Wiley and Sonss Inc New York
- 8) Ritu Jindal - Hand book for fashion designing Mittal Publication, New Delhi.
- 9) Zarapkar K.R. Systems of Cutting, Bombay Zarapkar Tailoring College.
- 10) John willow Nicholas Barnard - Traditional Indian Textiles.
- 11) Vastrashastra -Dr. Vimal Adhau.
- 12) Vastra-Vidyan aevam Paridhan -Dr.Pramila Verma.
- 13) Vastra-Vidyan aevam Paridhan - Dr Vrunda Singh.



M. A. Home Economics Semester II

Paper III

(Elective Course)

RESOURCE MANAGEMENT

Subject Code - 2T3

Total Marks : 100

Theory : 80

Sessional: 20

Objective :- To enable students to –

- 1) Understand the different spheres of interaction.
- 2) Understand the significance of family health.
- 3) Inculcate the concept of entrepreneurship development.
- 4) Develop the ability to use time and motion techniques.
- 5) Achieve practical knowledge as a home manager.

Course Outcomes

After completion of this course ,

| | |
|-----|--|
| CO1 | The students will be aware about the importance of interaction in the family and society as a whole. |
| CO2 | The students will be able to apply practical knowledge regarding management. |
| CO3 | The students will be motivated to develop entrepreneurial competency. |
| CO4 | The students will gain knowledge regarding Government and Private Policies and Schemes for enterprise development. |
| CO5 | The students will be able to use time and motion techniques in daily life. |
| CO6 | The students will be motivated to understand the importance of leisure time and recreation in self health. |

Course Content

UNIT: I

a) Spheres of Interaction-

Introduction and meaning of sphere of interaction. Types of Spheres of interaction- Individual, Family, Shelter, Immediate and Distant. Subsystems of Spheres of interaction- Economic, Political and Cultural.

b) Resident Course:

Concept and importance of resident course. Values, goals, standards and decision making in resident course. Organization of house, rotation of duties and evaluation of managerial abilities.

c) Family Health Management

Contribution of public and private agencies in maintaining family health. Planning of preventive measures. Annual budget for family medical care.

UNIT: II

a) Entrepreneurship Development

Concept, need and process of Entrepreneurship Development. Role of Enterprise in



National and Global Economy. Types of enterprises – Merits and Demerits.

b) Government and Private policies and schemes for enterprise development

Government policies /schemes – MFSC (Maharashtra State Finance Corporation), DIC (District Industries Centers), MIDC (Maharashtra Industrial Development Corporation), MAVM (Mahila Arthik Vikas Mahamandal) Private policies / schemes- Co-operative Banks and Commercial Banks. Semi Government policies/Schemes NABARD, SIDBI, MUDC (Mahila Udyojakta Vikas Mahamandal).

c) The Entrepreneur-

Entrepreneurial motivation. Entrepreneurial Competency- Concepts. Developing Entrepreneurial Competency- requirements and understanding the process of entrepreneurship development, self- awareness, interpersonal skills, creativity, assertiveness and achievements.

UNIT: III

a) Time Management -

Nature and meaning of time, Process of Time Management. Time demands in different stages of family life cycle. Tools of Time Management.

b) Energy Management

Nature and meaning of energy and Process of Energy Management. Energy demands in different stages of family life cycle, Energy costs of different home making activities. Fatigue – (i) Physiological (ii) Psychological, Workload, heart rate (pulse rate) as a measure of body stress.

c) Labour Saving Equipments

Concept and utility of labour saving equipment. Trends in equipments available in market. Electrical and non-electrical labour saving equipment.

UNIT: IV

a) Leisure Time

Definition, concept and importance of leisure time. Types of spending leisure time. Changing nature of leisure time and factors affecting leisure time.

b) Family Recreation Management. Definition and importance of recreation. Family centered recreation. Annual budget on family recreation.

c) Contribution of Public and Private agencies in providing recreation facilities.

Clubs- International, National and Local.

Libraries-- International, National and Local. Cinema/Theatre, Parks, Tourism.

Sessional : Total Marks 20

1. Seminar/Assignment on curriculum related topics

10 Marks

2. Practical -

10 Marks

- Thermal regulation of the body at rest and during work. Body temperature to be recorded before and after work
- Determination of workload of some selected household activities, pulse rate before and after the activity, and time taken while performing the activity, to be recorded.

(Any two activities from the given - Sweeping and mopping of kitchen, cleaning utensils, cleaning the kitchen platform and sink, cleaning of kitchen cabinets and cupboards)

- Table Setting and Decoration- (Formal, informal and buffet/Decoration- Flower arrangement for



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dining Table, fruit display. /Napkin Folding.)

OR

Cottage Stay

References:

- 1) Management for Modern families - Gross and Crandall
- 2) Management in family living - Nickel and Dorsey.
- 3) Motion and Time Study - Alph M. Barnes.
- 4) Work Simplification - Gerold Nadler
- 5) Time and Motion Study - Mundel
- 6) Home Management Context & Concepts - R. E. Deawn and F. M. Firebough (Houghton Muffin Co-Boston 1975)
- 7) Modern Management Issues and Ideas - David R. Hampton.
- 8) Management a decision making Approach - Young Stanley.
- 9) Ergonomics of Home - Francis and Taylon Co.
- 10) प्रगत गृहव्यवस्थापन - डॉ. आशा निमकर
- 11) Parivarik Sansadhah Vyavastha –Dr. Vrunda Singh
- 12) Gruha Vyavastha aevam Gruha Kala- Dr G.P. Shiery
- 13) Introduction to Home Management- Swanson





M.A. Home Economics

Semester I

Paper – IV

Elective Course

Garbh Sanskar

Subject Code - 1T4

Total Mark: 100

Theory: 80

Sessional: 20

Objectives : To enable students to

1. Understand the role of prenatal care.
2. Be aware about all stages of pregnancy and health issues.
3. Gain knowledge on physical and psychological issues related to Garbh.
4. Expand knowledge about biological, environmental, and psychological issues and their management related to garbh.
5. Gain knowledge about Vedic rituals, yoga and other allied approaches related to garbh sanskar.

Course Outcome-After completion of the course, student will be able to,

| | |
|-----|--|
| CO1 | Develop insight and analyze the different issues related to garbh. |
| CO2 | Develop Ability to manage the issues related to garbh. |
| CO3 | Create Awareness towards different rituals related to garbh sanskar. |
| CO4 | learn the importance of different practices like yoga, music, other allied therapies (aroma therapy) related to garbh sanskar. |
| CO5 | sensitized to issues related to mother and child care. |

Course Content

Unit-1 Prenatal Development:

- a. Meaning of prenatal development, concept of conception, process of conception.
- b. Early signs of pregnancy, symptoms of pregnancy, physiological changes during pregnancy, complication during pregnancy.
- c. Stages of pregnancy, maternal care, clothing during pregnancy.

Unit -2: Some essential activities during pregnancy:

- a. Yoga- Meaning and definition of yoga, Role and importance of yoga as a Garbh Sanskar.
- b. Ayurveda-Role of Ayurveda therapy during pregnancy and ayurveda- a traditional medicine system from India.
- c. Nutrition during pregnancy- Importance, Nutritional requirement during pregnancy.

Unit-3 Sanskar:

- a. Scientific explanation of Garbh Sanskar, Different therapies in Garbh Sanskar.
- b. Garbh Samvaad, Fetal Communication for rapidly growing fetal brain through mother's conversation with child in uterus by various means-music, storytelling, thought transfer and meditation.



- c. Saatvikta and garbh sanskar, Indian mythological Approach to Garbh Sanskar -Ved, Upnishad, Bhagwad Geeta, importance of Hawan and other ritual in Garbh sankar, Garbh Sanskar- (Buddhism) Garbh Mangal Sanskar, Sheel yachma and kathayein.

Unit-4 Ideal practices for the new mother:

- a. Labour and Birth process- natural and C -Section
- b. Care of new mother and the new born.
- c. Compare the efficacy and duration of various types of contraception

Sessional:

20 Marks

- 1. Visit/Field work/survey, report writing and preparation of Teaching Aids-Chart-Poster, Leaflet -pamphlet, Booklet, Flipchart etc. -10 Marks
- 2. Assignment on curriculum related topics. - 10 Marks

References:

- 1. Guyton, A. c. (1985): Function of the Human Body,
- 2. Gopalan. C. and Kaur S. (1989): Women and Nutrition in India, Nutrition Foundation in India.
- 3. Brijesh Shukl, Karm Kaumudi, Nag Publisher, New Delhi.
- 4. P. C. Mishra, A j ka Vikasatamk Manovigyan, Sahitya prakashan , Agra
- 5. Tambe, B. S. (2014). Ayurvedic Garbha Sanskar: The Art and Science of Pregnancy
- 6. Tambe, B. S. (2007). Ayurvediya Garbh Sanskar - Ayurvedic way to wellness during Pregnancy and Child Care.
- 7. Kumar, R. and Kumar M. (2009). Pregnancy and Antenatal Care: Healthy Mother and Healthy Child.



M. A. Home Economics

Semester II

Paper – IV

(Elective Course)

Human Development

Subject Code - 2T4

Total Marks : 100

Theory :80

Sessional: 20

Objectives:-

- To enable students become aware of Early Childhood care & Education.
- To understand the changes, characteristics & problems of Adolescence.
- To get acquainted with the process of counselling.

Course Outcomes

| | |
|-----|--|
| CO1 | Given the knowledge of ECCE students will be able to work as a preschool teachers. |
| CO2 | Given the knowledge of organization and management of preschool centres students will be able to start their own preschool . |
| CO3 | Given the knowledge of Puberty and Adolescence and their problems, students will be able to guide teenagers. |
| CO4 | Given the knowledge about Counselling Process, students will be able to work in the field of counselling. |
| CO5 | Given the knowledge about Guidance process ,students will be able to work as a career counsellor . |

Course Content

Unit I: - Early Childhood Care and Education.(ECCE)

- i) Meaning , Importance of ECCE.
- ii) Aims and Objectives of ECCE. General and Specific Objectives of ECCE.
- iii) Methods of ECCE – Play Centres, Day Care Centres , Montessori Method , Kindergarten Method Nursery Method , Balwadi, Anganwadi, etc.

b) Organization and Management of preschool centers

ECCE Curriculum -Introduction, Essential features of ECCE Curriculum, Components of ECCE Curriculum.

School Premises- Location and site, arrangement of rooms, different types and size of rooms

Planning the facilities- Indoor and outdoor facilities, storage facilities.

Play ground -Traditional and Creative Playground

Equipment- Characteristics and Criteria for selection of equipment .

- c) **Staff Management** -The Headmistress, Distribution of work, Duties. Qualities of good ECCE teacher.

Some Important School registers and Records. -Important purpose of registers and records.

Types of Registers -Admission register, Attendance register ,Stalk register, Library register ,Cash book, teachers diary.



Preparing records and reporting findings, Needs for records .

Types of records-Anecdotal ,Cumulative, Health records.

Unit: II – Early and Late Childhood

- a) Early childhood – characteristics, Developmental task, Skills of early childhood, Emotions during early childhood, Socialization and social behaviour, Happiness and Hazards during early childhood.
- b) Late childhood - Characteristics, developmental tasks, skills of late childhood, Hazards and happiness of late childhood.
- c) Moral Development – Definition , Theory of Kohlberg (Stages of moral development).

Unit: III - Puberty and Adolescence

- a) Puberty - Characteristics, Developmental tasks, causes of Puberty, Criteria of Puberty, Body changes during Puberty, Primary and Secondary sex Characteristics, problems during puberty, Unhappiness and Hazards.
- b) Adolescence – Characteristics, Developmental Tasks, physical changes during Adolescence, Emotionality during adolescence, sex interest and sex behaviour. Sense of Identity, autonomy, individualism during adolescence, Problems related to physical appearance and sexuality during adolescence.
- c) Family Relationship during adolescence – Family frictions during adolescence ,Causes of family frictions.

Unit: IV - Guidance and counselling

- a) Counselling: Meaning, objectives, History of counselling ,characteristics of counselling process, new trends in counselling, Roles and functions of counsellor. Qualities and skills of Counsellor.
- b) Guidance – Meaning, Need of guidance .Distinction between Guidance and counselling.
- c) Mental Health -Definition, concept and importance of holistic health, wellbeing and happiness.

Sessional: 20 Marks

- a) Preparation of teaching aids and materials for young children 10 Marks
such as puppets, posters, blocks, flash cards or any other.
- b) Conducting lesson at ECCE centre (Any One) using teaching aids and report writing . 10 Marks

Reference Books: -

1. Child Development by Elizabeth Hurlock
2. Developmental psychology by Elizabeth Hurlock
3. Nursery school by Katherina Road
4. Nursery schools in India by Pramila Barookh
5. Personality and Education by David Eontana
6. Kishoravastha by Nalineee Chandwaskar
7. वैकासिक मानसशास्त्र कुमठेकर, बोरुडे, देसाई
8. Human Development by – Diane E Papalia and Sally Wendkos oldst 5th Edition 1981. Tata McGraw HillPublishing Company New Delhi.
9. The psychology of Adolescents - A.T. Jersild 7th Edition Prentice Hall INC Englewood Cliff^s N. J. USA.
10. Early Childhood Care and Education- M.Sen Gupta -PHI Learning Pvt. Ltd. ,Delhi (English Edition)



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Semester -II

Paper-IV

(Elective Course)

Subject Code 2T4

Guidance and Counselling

Total Marks -100

Theory -80

Sessional – 20

Objectives

- 1.To prepare students for adopting the field of vocational counselling.
- 2.To study the different types of guidance and its use.
- 3.To study the areas of counselling.
- 4.To study the counselling techniques.

Course Outcomes

| | |
|-----|---|
| CO1 | Given knowledge of Guidance the students will be able to prepare plan for career guidance. |
| CO2 | Given knowledge of Educational guidance the students will be able to prepare themselves to assist in schools for providing career guidance. |
| CO3 | Given knowledge of Vocational guidance the students will be able to prepare a plan of action of vocational guidance. |
| CO4 | Given knowledge of areas of counselling the students will be able to prepare themselves to adopt the field of counselling at the end of the semester. |
| CO5 | Given knowledge of counselling skills the students will be able to prepare themselves to work in the field of counselling. |

Course Content

Unit –I : GUIDANCE: NATURE AND CONCEPT OF GUIDANCE

- a) **Nature and scope of guidance.** Concept, definition, basic assumptions and principles of guidance.
- b) **Importance of understanding** the individual, Barriers to understanding, Aids in understanding, Measurement and application of self-understanding, Guidance movement in India.
- c) **Role of guidance in education.**

Unit II: TYPES OF GUIDANCE

- a) **Educational Guidance:** Nature, Pupil personnel work, pupil appraisal information, Role of teacher, Preparation and training, School curriculum and guidance.
- b) **Vocational guidance:** Nature, study of occupations, occupational information, Theories of occupational choices, Job placement and Satisfaction.
- c) **Personal Guidance:** Nature of emotional problem, adjustment problems of adolescents and delinquents: prevention and treatment.



Unit-III: COUNSELLING : MEANING & TYPES OF COUNSELLING

- a) **Meaning, Historical development and Importance of Counselling .**
Individual and Group Counselling, Emerging Trends in Counselling.
- b) **Approaches of Counselling:** Directive, Non directive, and Elective.
Qualities and Professional Ethics of a Counsellor.
- c) **Areas of Counselling:** Counseling Families Concerning Children.
Counseling with Parents, Counseling the Delinquents.
Marriage Counseling, Premarital Counseling, Counseling the Handicapped
Career Counseling, and Adolescent Counseling. Role of Counsellor in developing Good
Mental Health.

Unit-IV: COUNSELING SKILLS

- a) **Qualities and skills of counsellor.** The process of counselling-First contact, assessment, intervention, closure, follow up. Building Trust: Listening, Attending, Observing, Building Rapport, Demonstrating Empathy.
Specialized Concerns in Counselling : Substance Abuse, Drug Addiction; HIV AIDS; Child Abuse (Trauma), Internet and Technological Abuse.
- b) **Counselling at different stages of life span:** Childhood, Adolescence and youth
Adulthood and Old age
- c) **Construct of guidance and counselling -Basic difference between guidance and counselling.** Guidance and counselling needs of individuals, families and systems.
Role of culture in influencing counselling needs and practices.

Sessional Activity – 20 marks

1. Visit counselling centre and prepare report on five case studies. **10 marks**
2. Conduct a survey on mental health related issues of adolescents and submit the project report. (30 samples) . **10 marks**

References

- Aggarwal J. C., (2004). Educational and Vocational Guidance and Counseling, 7th Edition, Delhi. Doaba House.
- Aggarwal J.C. (2005). Career Information in Career Guidance - Theory and Practice, Delhi, Doaba House.
- Chauhan, S.S. (1982). Principles and Techniques of Guidance.
- Dash, M. (1997). Education of Exceptional Children, New Delhi, Atlantic publishers.
- Dev Kapil (2006). Educational Counseling, New Delhi Pragun Publications.
- Gibson Robert & Mitchell Marianne (2005). Introduction to Guidance and Counseling, 6th Edition, New Delhi, Prentice Hall of India. •
- Gladding Samuel (2011). Counseling - A Comprehensive Profession, 6th Edition, New Delhi, Dorling Kindersley India Pvt. Ltd.
- Kenkateish, S (2001). Special Education, Anmol Publication Pvt. Ltd. New Delhi. • Kochhar S.K. (1981). Guidance in Indian Education. New Delhi
- Kochhar S.K. (1987). Educational and Vocational Guidance in Secondary Schools. New Delhi, Sterling Publishers.
- Kochhar S.K. (1987). Guidance and Counseling in Colleges and Universities. New Delhi Sterling Publishers.
- Milne Aileen (2003). Teach Yourself Counseling, McGraw Hill, Chicago companies.
- Panda, K.C. (1997). Education of Exceptional Children , Delhi ,Vikas Publishing House.
- Sharma R.A. Fundamentals of Guidance and Counseling .
- • Sharma Ramnath and Sharma Rachana (2004). Guidance and Counseling in India , New Delhi, Atlantic Publishers and Distributors.



M. A. Home Economics

Semester II

Paper II

Textile and Clothing Practical

2P2

Total Mark: 100

External: 80

Internal: 20

1. Drafting Cutting and Stitching of five garments-

20 marks

a) Salwar/Chudidar

b) Kurta

c) Skirt

d) Top

e) Evening Gown

f) Blouse with yoke/Katori Blouse

2. Making Two samples of--

10 marks

Seams, Pockets, Plackets, Tucks and Pleats

3. Article making- Total Marks:

25 marks

1. Making Article using surface ornamentation techniques

(Tucks/Gathers/Pleats/Piping/Ruffles)- (Any One) -

15 marks

Pillow cover/Cushion Cover/Table mats/Table Runner/Bags

2. Making different types of yoke-(Any two)

10 marks

Marking Scheme for Practical Examination-

Total Marks: 25 (Time – Three Hours)

1. Drafting, Cutting and Stitching of Any one garment-

15 marks

a) Salwar/Chudidar b) Kurta c) Skirt d) Top e) Evening Gown f) Blouse with yoke/Katori Blouse

Drafting 05

Stitching 08

Finishing 02

2. Any two Sample

05 marks

Seams, Pockets, Plackets, Tucks and Pleats

3. Viva-Voce

05 marks

Internal Activity-

20 marks

1. Visit to Boutique/Readymade garment showrooms /Garment Exhibition and writing a report of the visit.

10 marks

2. Making survey of recent Fashion trends and presentation.

10 marks



Rashtrasant Tukdoji Maharaj Nagpur University. Nagpur

Revised Syllabus of M.A. HOME-ECONOMICS.

M.A. Semester III & IV (With CBCS) Choice Based Credit System

Curriculum Structure & Scheme of Evaluation

Theory: 4 periods/Week/Subject (4 Credits) Project/Sessional: 2 periods/Week/ Subject (0.5Credit)

Food and Nutrition Practical: (3P1): 4 periods/Week (2 Credit) No. of Students/Practical Batch: 10 per Practical Batch

M.A. Home Economics Semester III Students will have –

- **Core Course** (Two Compulsory Subjects)
Paper I (3T1) - Food and Nutrition. Paper II (3T2) – Consumer and the Market
- **Elective Course**
Paper III (3T3) – Optional Subjects (Any One From Elective 1(a) ,1(b) and 1 (c)
Elective 1(a) - Home Science Extension Education.
OR
Elective 1(b) - Housing and Interiors.
OR
Elective (1c)- Gender and Development
- **Elective Course - Paper IV (3T4) – Family Dynamics**
OR
Communication Technologies in Extension
- **Practical - (3P1) – Food & Nutrition**

Audit Course (Non Credit Course) - Online Distance Learning Course

Pattern of Question Paper and Examination

2. There will be four units in each paper.
3. Question paper will consist of five questions and all questions shall be compulsory.
4. Four questions will be on four units with internal choice (one question on each unit).
5. Fifth question will be compulsory with questions from each of the four units having equal weightage and there will be no internal choice.
6. Each paper will be of 3 hours duration.
7. Minimum passing marks will be 40% .



Theory: 4 periods/Week/Subject (4 Credits) Project/Sessional: 2 periods/Week/ Subject (0.5Credit)

Food and Nutrition Practical: (4P1): 4 periods/Week (2 Credit) No. of Students/Practical Batch: 10 per Practical Batch

M.A. Home Economics Semester IV Students will have –

- **Core Course** (Two Compulsory Subjects)

Paper I (4T1) - Food and Nutrition

Paper II (4T2) – Consumer and the Market

- **Elective Course**

Paper III (4T3) – Optional Subjects (Any One From Elective 1(a) , 1(b) and 1(c)

Elective 1(a) - Home Science Extension Education.

OR

Elective 1(b) - Housing and Interiors.

OR

Elective 1(c)- Entrepreneurship Development

- **Elective Course - Paper IV (4T4) Family Dynamics**

OR

Communication Technologies in Extension

- **Practical - (4P1) – Food & Nutrition**

Audit Course(Non Credit Course) -Project

Pattern of Question Paper and Examination

1. There will be four units in each paper.
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 on 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.
5. Each paper will be of 3hours duration.
6. Minimum passing marks will be 40%.

Project

Project is an audit course (Noncredit Course). Therefore student will have option to choose this.. Minimum eligibility for Project is 70% aggregate in last examination. University norms laid down in the ordinances of the PG syllabus must be followed for evaluation of Project.



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

Rashtra Sant Tukadoji Maharaj Nagpur University,
Nagpur.

M.A. Home Economics (Choice Based Credit System)

Semester III

| Sr. No. | Paper | Subject Code | Subject | Theory (Hours) | Teaching Scheme (Hrs/Week) | | | Credit | Duration (Hours) | Examination Scheme | | | |
|--|-----------|--------------|---|----------------|----------------------------|---------------------------|---------------|---|------------------|--------------------|-------------------------|-------------|--------------------|
| | | | | | Practical (Hours) | Project/Sessional (Hours) | Total (Hours) | | | Max. Marks | | Total Marks | Min. Passing Marks |
| | | | | | | | | 1Hr.Th.-1 2Hr.Pr.-1 2Hr.Project/Sessional -0.5 | | External Th. Marks | Pract./ Internal Marks. | | |
| 1 | I | 3T1 | Core-Food and Nutrition | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 2 | II | 3T2 | Core- Consumer and The Market | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 3 | III | 3T3 | Elective 1(a) Home Science Extension Education OR Elective 1(b) Housing and Interior. OR Elective 1(c) Gender and Development | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 4 | IV | 3T4 | Elective- Family Dynamics OR Communication Technologies in Extension (Elective). | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 5 | Practical | 3P1 | Food and Nutrition (Practical) | -- | 04 | | 04 | 02 | 03 | 80 | 20 | 100 | 40 |
| Total | | | | 16 | 04 | 08 | 28 | 20 | 15 | 400 | 100 | 500 | 200 |
| 6. Audit Course (Non Credit course) - Online Distance Learning Course (Subject Code: 3-Semester III, T-Theory, P-Practical) | | | | | | | | | | | | | |

Rashtra Sant Tukadoji Maharaj Nagpur University, Nagpur.

M.A. Home Economics (Choice Based Credit System)

Semester IV

| Sr. No. | Paper | Subject Code | Subject | Theory (Hours) | Teaching Scheme (Hrs/Week) | | | Credit | Duration (Hours) | Examination Scheme | | | |
|---|-----------|--------------|---|----------------|----------------------------|---------------------------|---------------|---|------------------|--------------------|-------------------------|-------------|--------------------|
| | | | | | Practical (Hours) | Project/Sessional (Hours) | Total (Hours) | | | Max. Marks | | Total Marks | Min. Passing Marks |
| | | | | | | | | 1Hr.Th.-1 2Hr.Pr.-1 2Hr.Project/Sessional -0.5 | | External Th. Marks | Pract./ Internal Marks. | | |
| 1 | I | 4T1 | Core- Food and Nutrition | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 2 | II | 4T2 | Core- Consumer and The Market | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 3 | III | 4T3 | Elective 1(a) Home Science Extension Education OR Elective 1(b) Housing and Interior OR Elective 1 (c) Entrepreneurship Development | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 4 | IV | 4T4 | Elective-Family Dynamics OR Family Relations and Family Welfare | 04 | - | 02 | 06 | 4.5 | 03 | 80 | 20 | 100 | 40 |
| 5 | Practical | 4P1 | Food and Nutrition Practical | -- | 04 | - | 04 | 02 | 03 | 80 | 20 | 100 | 40 |
| Total | | | | 16 | 04 | 08 | 28 | 20 | 15 | 400 | 100 | 500 | 200 |
| 6. Audit Course (Non Credit Course) Project (Subject Code: 4-Semester IV, T-Theory, P-Practical) | | | | | | | | | | | | | |



M. A. Home Economics

Semester III

Paper – I

(Core Course)

Food and Nutrition

Subject Code - 3T1

Total Marks: 100

Theory: 80

Sessional: 20

Objectives: To enable students to –

- 1) To understand role of diet in management of various diseases, to plan, calculate and prepare diets for these diseases.
- 2) To understand causes & consequences of nutritional problems in society.
- 3) To understand the relationship between nutritional status and Health of women.
- 4) To understand Food Chemistry.

Course Outcome: (CO): After successful completion of this paper students will be able to –

| | |
|-----|---|
| CO1 | Understand the health effects of all nutrients. |
| CO2 | Understand the process of Digestion, Absorption and Metabolism of the Macronutrients. |
| CO3 | Understand the purpose of modified diet in health care and will be able to plan, calculate and prepare diets for various diseases |
| CO4 | Aware about various nutritional problems in India, their causes and Remedies. |
| CO5 | Understand the relationship between nutrition and health status of women and common health problems among women in India. |
| CO6 | Gain knowledge regarding various Schemes for improving health. |
| CO7 | Identify toxins in food, New Food and their importance. |

Course Content

Unit I:

- a) Review of nutrients- Proteins, Carbohydrates, fats, Vitamins A,D,E,K,C,B1,B2,B3, B6,B12, Folic acid, Minerals- Calcium, Phosphorus, Iron, Iodine, Fibres – Health benefits of fibres, Water and Health – Body water composition and Distribution, Water Balance, Functions of Water, Benefits of good hydration.
- b) Digestive System: Review of structures, digestive and absorptive functions, Role of liver, pancreas and gall bladder. Digestion, absorption and metabolism of Carbohydrates, Proteins and Fats.
- c) Diet Therapy: Causes, Symptoms and Principle of Dietary Management of
Peptic Ulcer Diarrhea
Atherosclerosis Constipation
Diabetes Fever
Obesity



Unit II:

a) Community Nutrition

Population and food production, Current Nutritional problems in India and their Causes.

Nutrition Education- Objectives, Importance, Methods of Nutrition Education.

b) Nutrition and Infection: Vicious Cycle of Malnutrition and infection, Mechanism of immune response to infection,

Malnutrition and mental health.

c) Existing programmes to combat malnutrition in India – ICDS, SNP, ANP, Vitamin A Prophylaxis programme, Prophylaxis against nutritional Anemia, Control of Iodine Deficiency Disorder.

National agencies – ICMR, ICAR, CFTRI and NIN

International agencies – FAO, WHO, UNICEF and CARE.

Unit III:

a) Assessment of Nutritional Status

Anthropometry, Diet Survey, Clinical Assessment, Radiological & biophysical Assessment, Vital Statistics, Ecological Factors.

b) Women and Nutrition

Nutrition and health status of women in India, Micronutrient malnutrition among women of India, Maternal and Reproductive health, Health problems of women, Women and Education, Importance of Women's Education, Empowerment of Women.

c) Various National Schemes-

Integrated Child Development Scheme (ICDS) and POSHAN (Prime Minister's overarching Scheme for Holistic Nutrition) Abhiyan and POSHAN 2.0.

Reproductive, Maternal, Newborn, Child and Adolescent Health Programme.

Janani Shishu Suraksha Karykram . Rashtriya Bal Swasthya Karykram.

Rashtriya Kishor Swasthya Karykram and Universal Immunization Programme.

Unit IV

a) Toxins: Aflatoxins, BOAA, in Khesari Dal, Ergot Poisoning and Radioactive materials.

b) New Food : Natural foods or uncommon foods structure, composition, uses in Cookery e.g. Bamboo rice, Oil Cake, Tapioca, Blue Green Algae, Leaf Protein concentrates.

c) Space Food –Structure, Composition and Use

Sessional: 20 Marks

1. Assignment on related topics.

10 Marks

2. Organize a low cost recipe competition .

10 marks

References:

1. NIN Publications
2. Human Nutrition and Dietetics, Davidson and Passmore.
3. Normal and Therapeutic Nutrition Proud fit and Robinson.
4. Applied Nutrition, R. Raj Laxmi.
5. Essentials of food and Nutrition (Vol. I & II) by M. Swaminathan
6. Text Book on Human nutrition, M.S. Bamji, N. Prahalad Rao, V. Reddy Oxford & IBMpublishing Co. Pvt. Ltd. New Delhi & Calcutta
7. Dietetics, B. Srilakshmi (2000) Published by K.K. Gupta for New Age International Pvt. Ltd. New Delhi.
8. Clinical Nutrition and Dietetics, F.P. Antia Philip Abraham Oxford publishing Company.



Yeshwant Rural Education Society's

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9. Experimental Cookery, Belle Lowe.
10. Food Science, B. Srilakshmi, New Age International (P) Ltd., Publishers
11. Food Chemistry: A.H. Mayer.
12. Preventive and Social medicine, K. Park.
13. Women and Nutrition in India (1989) Gopalan C. and Kaur, S. Nutrition Foundation of India.
14. Nutritional Problems of India. Prentice Hall of India (1982) P.K. Shukla.





M. A. Home Economics

Semester III

Paper – II

(Core Course)

Consumer and The Market

Subject Code - 3T2

Total Marks: 100

Theory: 80

Sessional: 20

Objectives : To enable students to -

- 1) To Understand basic concept of consumer economics.
- 2) Become familiar with the economic system and the market processes.
- 3) Understand the role and responsibilities of consumers in the market.
- 4) Know the techniques and principle in wise decision – making as a consumer.

Course Outcomes:

After completion of the course students will be able to ,

| | |
|-----|--|
| CO1 | Understand scope and subject matter of consumer economics. |
| CO2 | Become familiar with the economic systems. |
| CO3 | Understand basic concept of goods and services. |
| CO4 | Understand the meaning of consumption and human wants. |
| CO5 | Know about concept of Utility and law of diminishing marginal utility. |
| CO6 | Understand the concept of demand and elasticity and law of demand. |
| CO7 | Know the characteristics of good budget planning. |
| CO8 | Understand consumer decision making process and its effects. |

Course Content

Unit I –Introduction of consumer economics and Basic Economics

Concept :

- a) The Scope and subject matter of consumer economics, special branch of Economics, Different branches of economics.
- b) Types of economic systems. 1. Capitalist 2. Socialistic 3. Mixed economy, its characteristics & effects on consumer.
- c) Basic economics, concepts of goods and services, its classification.

Unit II –Human wants and Utility:

- a) Meaning of consumption, Nature of wants, classification of human wants and Factors affecting human wants
- b) Utility, characteristics of utility Law of diminishing marginal utility, Marginal and Total utility, Average utility, Types of utility, utility and price of the commodity.
- c) Law of Equity-Marginal Utility, consumer's equilibrium – scale of preference, Indifference curve ,Price line.



Unit III--Demand and Budget planning:

- a) Consumer's demand, Law of demand, factors affecting demand, Demand curve, Giffen's paradox, Types of Demand.
- b) Market demand, Expansion and contraction of demand, Increase and decrease in demand Elasticity of Demand. Determinants of Elasticity of Demand and its practical utility.
- c) Characteristics of a good budget planning, A budget for family with fixed income and Seasonal income.

Unit IV--Buying decision and Price determination:

- a) Consumer buying decision process, Buying motives, classification of buying motives, Factors affecting buying motives, Social effects of consumer's decisions.
- b) Price and price level, factors affecting price, Role of demand and supply. Price determination under perfect competition and monopoly, Characteristics of Monopoly and Perfect competition.
- c) Factors affecting price level and effect of price level and fluctuations on consumers and society.

Sessional: 20 Marks

- | | |
|--|----------|
| i) Survey and report writing. (Sample size 20) | 10 Marks |
| ii) Assignment on curriculum related topics. | 10 Marks |

Reference Books:

- 1) Consumer Economics – Principles and Problems – Wilhelms and Heamer.
- 2) The Family as Consumers – Oppenheim
- 3) Economics for Consumers – L.J. Gordo.



M.A. Home Economics

Semester III

Paper – III

(Elective Course) (1a)

Home Science Extension Education

Subject Code - 3T3

Total Mark: 100

Theory: 80

Sessional: 20

Objectives : To enable students to –

1. To enable students understand the methods of teaching Home-Science.
2. To acquaint the students about the role of extension – education in community development.
3. To create awareness about the role of NGO's in community development.
4. To create an awareness about the importance of public relations.
5. To develop faith in the capacity of the people to take responsibility for their own development.

Course Outcome-After completion of course, students will be able to,

| | |
|-----|--|
| CO1 | Understand the various career opportunities in the field of Home Science. |
| CO2 | Understand the methods of teaching Home Science and its application. |
| CO3 | Use the method of teaching Extension Education. |
| CO4 | Contribute their efforts as a Gram Sevika, Mahila Mandal, Youth Club in Community development. |
| CO5 | Prepare themselves to work with NGOs . |
| CO6 | Ready to work in the field of Extension education. |

Course Content

Unit I

- a) Definition, Philosophy and objectives of Home Science. Career opportunities in various branches of Home Science, Early development of Home Science programme.
- b) Methods of teaching Home Science. Importance of Methods.
- c) Selecting the methods and making the method effective.
Role of Home Science in helping to solve the problems of the community.



Unit II -

- a) Definition, scope, philosophy and objectives of Extension Education. Methods of teaching Extension Education, classification of the methods. Characteristics of Extension Education, Extension Education Process.
- b) Contribution of Home Science Extension Worker in programmes for better living. Role of the extension worker in community development. Role, function and contribution of Gram Sevika, Mahila Mandals, Youth Clubs.
- c) NGOs -Meaning, Nature, Functions. Some NGOs at State Level and other local agencies in Extension Education.

Unit III

- a) Contribution of U.N. Agencies towards Extension work.-UNESCO, UNICEF.
- b) UNDP, ESOSOC
- c) Rashtriya Mahila Aayog, U.N. Resolution 1325

Unit IV

Communication –

- a) Importance of communication in Extension work. Functions of communication- Information function, Instructive/command function Influence/persuasive function, integrated function.
- b) Models of Communication – Aristotal's Model, Shammon Weave's Model, JP Leagons's Model
- c) Characteristics of a good Communicator, Problems related to Communication.

Sessional : 20 Marks

- 1. Field work/survey, report writing ----- 10 Marks
- 2. Assignment on curriculum related topics. - 10 Marks

References:

- 1 - Dr. S.V. Supe. – An introduction to Extension – Education.
- 2- Reddy A. (1997) – Extension Education, Sri Lakshmi Press. Bapatla.
- 3- Education and communication for Development-.O.P. Dahama and D.P. Bhatnagar.
- 4- Dr. Shail Bansal – Prasar Shiksha. (Hindi)
- 5- Dr. Smt. Manju Patni- Gruah Vidnayn Prasar Shiksha (Hindi)
- 6. Gita Pusp Shaw, Joyse Shila Shaw, Robin Shaw Pushpa and Shweta Tyagi - Prasar shikha evam sanchar vyavastha , Agarawal Publications, Agra.



M.A. Home Economics

Semester III

Paper –III

(Elective Course) (1b)

Housing and Interior

Subject Code - 3T3

Total Marks: 100

Theory : 80

Sessional: 20

Objectives: To enable students to –

1. Understand the history of housing and recognize the family needs in relation to housing responsibilities.
2. Acquire basic knowledge of principles involved in residential houses and its interiors.
3. Create awareness about the housing schemes for various income groups and home loan facilities.
4. Gain knowledge of the principles and methods of creating attractive interiors.

Course Outcome-

After completion of the course students will be able ,

| | |
|------------|---|
| CO1 | To utilize knowledge regarding the trends that affect housing in India. |
| CO2 | To understand and utilize the knowledge about the major factors that control and economize the cost of Housing. |
| CO3 | To create awareness regarding the housing schemes and housing conditions in India. |
| CO4 | To develop insight regarding principles and methods of creating attractive interiors. |
| CO5 | To gain and utilize knowledge of home loan and its procedure. |
| CO6 | To clear the concepts of housing legislations and by-laws of essential services. |
| CO7 | To inculcate and encourage them to use principles and methods to create attractive interior spaces. |

Course Content

Unit – I

- a) History of housing –**
Concept and history of housing. Changes in housing needs and standard.
Housing values and goals at the present time.
- b) Housing in India as affected by trends in-**
Population and economics status. Occupation and family mobility.
Social and cultural status.
- c) Cost of house and finance for housing**
Factors influencing cost of house.
Estimation of the cost of housing.
Ways to control and economizing the cost of housing.



Unit –II

a) Housing Schemes

Public rural and urban housing schemes for various economic groups.

Role of Co-operative Societies in development of housing in urban and rural areas.

Role of private sector in development of housing in urban and rural areas.

b) Factors to be considered while designing interior spaces.

Orientation, grouping of rooms, privacy of rooms.

Circulation between and within user's area, light, ventilation, and aesthetics.

Flexibility, roominess, services, cost.

c) Present housing conditions in India.

Quality and quantity of housing available.

Availability of building material.

Housing management problems.

Unit –III

a) Housing Loans.

Loan providing agencies- Government and Private.

Legal procedure for purchase of house.

Factors affecting disbursement of housing loan.

b) Housing legislations and Building Byelaws

Meaning, definition, and importance of housing legislations and building byelaws.

Housing legislations.

Building Codes/ Byelaws.

c) Essential Services

Importance and need of essential services.

Types of services- Water supply, drainage system, electricity, telephone.

Bye-laws related to the essential services.

Unit –IV

a) Concept of Vastushastra in Housing

Historical background of Vastushastra.

Location of rooms and walls.

Placement of doors and accessories.

b) Landscaping :-

Concept and importance of landscaping.

Approaching landscape design with an artistic touch – space, line, form, texture, colour, balance, rhythm, scale and proportion.

Factors associated with the choice of landscape design.

c) Bonsai :-

History of Bonsai.

Preparation of Soil and Selection of Plants.

Selection of Containers, Potting and Repotting, care of Bonsai.

Sessional : 20 Marks

1. Seminar/Assignments based on curriculum.

10 Marks

2. Project work, survey based on subject curriculum and Report writing

10 Marks



References:

2. Ruth Morran, 'The Home and Its Furnishings.
3. Shrivastav – 'Remedial Vastushastra, Manoj Publications, Delhi, 2001.
4. Wonderworld of Tropical – Bonsai - Jyoti & Nikunj Parekh
5. The complete practical encyclopedia of Bonsai - Ken Norman.





M.A. Home Economics
Paper III
(Elective Course) (1c)
Gender and Development
Subject Code -3T3

Total Marks-100
Theory -80
Sessional-20

Objectives

1. To understand the concept, need, relevance and dimensions of gender empowerment.
2. To get sensitized to gender disparities and problems of women.
3. To understand the efforts at different levels for empowering women.

Course Outcomes

| | |
|------------|---|
| CO1 | Given the knowledge of Gender development, students will be able to understand concept of gender, its role. |
| CO2 | Given the knowledge of status of women, students will be able to prepare small project on the same. |
| CO3 | Given the knowledge of violence against women, student will be able to organize workshop on the same. |
| CO4 | Given the knowledge of policies and programmes for women empowerment, students will be able to take benefit of the schemes. |
| CO5 | Given the knowledge of support system for women, students will be able to work with social organizations. |

Unit-1

- a) Gender and Development:** Concept of gender, gender roles, changing trends, gender analysis matrix; Shift from welfare to development and empowerment.
- b) Gender in development-** gender and development, National and international efforts for gender empowerment.
- c) Sustainable Development Goals and Women empowerment.**

Unit-2

- a) Status of Women:** Status- meaning, status of women-a situational analysis, demographic, education, employment, political and health (general, occupational and reproductive); Changing scenario.
- b) Violence Against Women:** Dowry, divorce, female foeticide and infanticide, domestic violence, sexual harassment and exploitation, portrayal of women in mass media.
- c) Efforts for elimination of all forms of discrimination.**

Unit-3

- a) Policies and Programmes for Women's Development:** National Policy for Empowerment of women, policy perspectives, mainstreaming, a gender perspective in the development process.
- Economic empowerment:** Poverty eradication, micro-credit, self-help groups, women and agriculture, women and industry and support services.
- b) Social empowerment:** education, health, nutrition, drinking water and sanitation, housing and shelter, environment.
- Legal empowerment:** Legal literacy on personal and family laws, role of family court and legal aid centres.
- c) Political empowerment:** Role of Panchayati Raj in the political empowerment of women.

Unit – 4

- a) Support System:** Role and functions of the Department of Women and Child Development.



- b) Central Social Welfare Board, State Social Welfare Boards, National Commission for Women, Women's Development Corporation.
- c) Government Schemes for women .

Sessional

20 Marks

1. Preparation of an album on women's issues.

10 Marks

2. Visit to Women Welfare Organizations and report writing

10 Marks

References

1. Choudhary, D.Paul- Child Welfare and Development.
2. Desai, N and Pate, V., Indian Women: Change and Challenge in the International Decade.
3. Singh, Surendra and Srivastavam S.P. Gender Equality Through Women's Empowerment:
4. Strategies and Approaches
5. Kant, Anjani- Women and the Law.





M.A. Home Economics

Semester III

Paper – IV

(Elective Course)

Family Dynamics

Subject Code - 3T4

Total Marks: 100

Theory: 80

Sessional: 20

Objectives : To enable students to –

1. To familiarize the students with the role of marriage in family life
2. To make students aware about the necessity of marriage counseling.
3. To familiarize the students with the laws related to marriage and divorce.
4. To introduce basic skills of counseling to the students.
5. To understand the family as a component of socio – cultural milieu and its context.

Course Outcomes -

| | |
|-----|--|
| CO1 | Given the knowledge of motives of marriage, students will be able to prepare for marriage . |
| CO2 | Given the knowledge of changing concepts of marriage, students will be able to prepare themselves accordingly the changing concepts of marriage. |
| CO3 | Given the knowledge of laws of marriage ,students will be aware of legal sides of marriage and divorce. |
| CO4 | Given the knowledge of family and family disorganization, students will be able to learn the family as an institutions. |
| CO5 | Given the knowledge of family relationships, students will be able to enhance their relationship. |

Course Content

Unit – I- Marriage :

- a) Definitions, Motives for marriage- (Earlier and Now).
1.Age 2. social experience,3. motivation and maturity, 4.vocational and educational .5. parental readiness.
Readiness for marriage. functions of marriage, factors affecting marital relationship.
- b) Marital Success. Changing concept of marriage.
Dual career marriage- benefits, job establishment, child care, effects on children, strains.
- c) Marriage Counseling



Need of marriage counseling, History,

Phases of marriage Counseling- Premarital Counseling, Counseling for marital harmony, Crisis intervention, The counseling process-

1. An initial appointment
2. Exploration of client's problems.
3. Goal specification
4. Development and implementation of programme towards goal achievement.
5. Evaluation of results.
6. Termination of relationship with client.
7. Follow-up.

Unit II - Laws

- a) Laws related to marriage and divorce. Importance of Laws. Hindu Marriage and divorce act.
- b) Muslim Marriage and divorce. Christian Marriage and divorce.
- c) Parsi Marriage and divorce. Special Marriage and divorce.

Unit – III- The Family

- a) The family in the social context.
 - a. Family as a component of social system, structure and context.
 - b. Family as an evolving and dynamic institution.
 - c. Functions of family.
- b) Socio – cultural studies of family pattern in India.
Family structure: Traditional, Extended, Nuclear, Joint families.
- c) Family disorganization and tension- definition and meaning, causes of family disorganization, causes of family tension- situation of Fundamental and Primary tension. Tensions in Secondary and Familial situation.
Alternate families – Single Parent, Childless Families and Female Headed Families.

Unit - IV

- a) Family relationships
Influence of the family on children.
Influence of parental attitude on family relationship. Disciplinary methods used by elders, its effect on the family.
- b) Family size, its influence on family relationship. Sibling relationship, its effect on family relationship.
Influence of broken homes on family relationship
- c) Preference for one parent and its effect on parent – child relationship. Influence of concept of family roles on family relationship.

Sessional : 20 Marks

- | | |
|--|----------|
| a. Assignment on curriculum related topics. | 10 Marks |
| b. Survey and Report writing. (Sample size 20) | 10 Marks |

References:

1. Marriage and Parenthood – F. Philip Rice. University of Maine.
2. Marriage, the family and personal fulfillment – David Schulz.
3. Marriage and divorce problems – S.K. Sharma.
4. Personal adjustment and Marriage – Landis and Landis.



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5. Sociology – Bogardus.
6. Vivaha aani Kautimbik Sambandh- Triveni Pharkade.





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M.A. Home Economics

Semester -III

Paper -IV

(Elective Course)

Communication Technologies in Extension

Subject Code- 3T4

Total Marks – 100

Theory – 80

Sessional - 20

Objectives --

1. To impart knowledge and understanding of various communication systems.
2. To enhance the versatility of the students in the selection and use of media in different socio-cultural environments.
3. To impart skill in preparation of Computer Aided Media messages .

Course Outcomes

| | |
|------------|--|
| CO1 | Given knowledge of communication system, students will be able to prepare themselves to work in the mass communication field. |
| CO2 | Given knowledge of media system, students will be able to adopt techniques of mass communication. |
| CO2 | Given knowledge of , Electronic Media students will be able to prepare themselves ready to work in electronic media. |
| CO3 | Given knowledge of , advertising students will be able to assist in advertising agencies. |
| CO4 | Given knowledge of mock interviews, students will be able to conduct interviews for research purpose. |
| CO5 | Given the overall knowledge of communication technology in extension, students will be prepared themselves to appear for examination in the field of extension . |

Course Content

Unit-1

Communication Systems:

- a) Types of communication systems- concept, functions and significant interpersonal, organizational, public and mass communication.
- b) Elements, characteristics and scope of mass communication.
- c) Mass communication-models and theories; Visual communication-elements of visual design - colour, line, form, texture and space; Principles of visual design - rhythm, harmony, proportion, balance and emphasis; Visual composition and editing.

Unit-2

- a) Media Systems: Trends and Techniques: Concept, scope and relevance of media in society.
- b) Historical background: nature, characteristics, advantages and limitations and future prospects of media.
- c) Traditional media vs. Modern media.

Unit-3

- a) Electronic Media: Trends in Radio, TV and Cyber Media.
- b) Impact and policies, future challenges and scope.
- c) Media Research: Need, scope and approaches.



Unit-4

- a) Print Media: Role of press in Mass Media Press Law in India: History and present scenario.
- b) News: Its meaning, concept and news agencies .
- c) Advertising: Definition, concept and role of advertising in modern marketing system and national economy.

Sessional - 20 Marks

1. Conduct an interview of a famous personality and prepare an article and present it in the classroom. **10 Marks**

2. Preparation of Digital Library of Photographs /prepare a short video film on current issues **10 Marks**

References—

1. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad
2. Singh , R. (1987)Text Book of Extension Sahitya Kala Prakashan , Ludhiana
3. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi
4. Joshi Umer (1997). Textbook of Mass Communication and Media, Anmol Publications, New Delhi.
5. Kergner, Harold, Project Management- A System Approach to Planning, Scheduling and Controlling, New Delhi, CSB Publishers and Distributors.





M. A. Home Economics

Semester III

Food and Nutrition Practical

Subject Code 3P1

Total Marks: 100

External: 80

Internal: 20

1. **Planning and Preparation of Diets. It's evaluation and Calculation of Nutritive Value for -** 20 Marks (Internal)
 - Peptic Ulcer
 - Diabetes
 - Obesity
 - Atherosclerosis
 - Diarrhea
 - Constipation
 - Fever
2. **Conducting surveys on various topics related to Community Nutrition and preparing a report and Presentation of the Report** -30 marks
3. **Scheme for Practical Examination- 50 Marks (Time- Three Hours)**
 - Diet Planning and Calculation – 20 Marks
 - Preparation and Presentation – 15 Marks
 - Viva Voce -- 15 Marks



M. A. Home Economics

Semester- IV

Paper – I

(Core Course)

Food and Nutrition

Subject Code - 4T1

Total Mark: 100

Theory : 80

Sessional: 20

Objectives : To enable students to –

- 1) To understand food Chemistry.
- 2) To know the principles underlying food preparation.

Course Outcomes: After successful completion of this paper students will be able to -

| | |
|-----|--|
| CO1 | Use various methods of cooking food accordingly. |
| CO2 | Implement knowledge about the various kinds of cereal and their role in cooking. |
| CO3 | Understand the role of egg, sugar, pulses, milk, fruits, vegetables and fats in cookery. |
| CO4 | Know about the various pigments in vegetables and fruits, their importance and effect of cooking method. |

Course Content

Unit I:

- a) **Food Microbiology –**
Study of Bacteria, Yeast, Mould, and Algae,
Microbiology of Fruits, Vegetables, Milk and Water.

- b) **Leavening agents – Chemical & Biological.**

Preservatives- Natural, Chemical.

Antioxidants: Classification and types, Role of antioxidant in health and disease, Sources of natural antioxidants and antioxidant supplement.

- c) **Food sanitation and Hygiene**

Food – Food handling, Food contamination. Practical rules of Food sanitation, Control of rodents and Insects, Hygienic food handling, Personal hygiene, Food Standards.

Water – Sources of contamination of water, Treatment of Water.

- d) **Activity and Report (Any one):**

- ✓ Seminar with the help of power point presentation on any one of the above topics.
- ✓ Preparation of chart.
- ✓ Group discussion on food handling and hygiene.

Unit II:

- a) **Methods of cooking-** Preliminary preparation methods with their Advantages and disadvantages, Objectives of cooking, Various cooking methods, their advantages and disadvantages, Effect of cooking on nutrients especially - Protein, Fats and Carbohydrates.

Experimental Cookery

- b) **Sugar Cookery –** Processing of sugar, Properties of Sugar, Factors affecting Crystallization of Sugar, Solutions, Syrups, Sugar Crystals, Fudge and Fondants.

- c) **Cereal Cookery –** Structure, Composition and Nutrition value



Specific cereals- wheat & wheat product, Rice, Maize, Jowar, Ragi & Bajra. Cereal cookery- Cereal Protein- Gluten, factors affecting Gluten formation. Cereal starch- Effect of moist heat- Gelatinization, factors affecting Gelatinization. Effect of dry heat – Dextrinization, Fermented Products of cereals. Effect of cooking on nutritive value of cereals and Role of cereals in cookery.

Unit -III:

a) Pulse Cookery – Structure, Composition and nutritive value.

Processing of pulses-mealing, soaking, germination, Fermentation, parching of Pulses, Effect of cooking methods on different forms of pulses, and role of pulses in cookery, Toxic constituents.

b) Egg Cookery - Structure, composition, nutritive value and quality of egg. Effect of different cooking methods on eggs. Evaluation of egg quality, deterioration during storage, Preservation of eggs.

c) Milk & Milk products- composition, nutritive value, effect of cooking methods on milk, Milk processing – clarification & pasteurization, Milk products, Role of milk and milk products in cookery.

Unit IV:

a) Vegetable cookery – Classification, composition, pigments and nutritive value, Flavor compounds, changes during cooking- loss of nutrients during cooking, Storage of vegetable, Role of vegetables in cookery. Effect of different cooking methods on vegetables.

b) Fruit cookery – Classification, composition, nutritive value, pigments, enzymes, organic acids, flavonoids, Post-Harvest changes & storage, Effect of cooking on fruits, medicinal value of fruits.

c) Fats and Oils -Nutritional importance, composition, emulsions, smoking point, rancidity, Processing and refining of fats, specific fats- Lard, butter, margarine. Role of fats in cookery.

Sessional: 20 Marks

- | | |
|---|------------|
| 1) Assignment on curriculum related topics. | 10 Marks . |
| 2) Preparation of recipe book on experimental cookery .(Any Five) - | 10 Marks |

References:

1. NIN Publications
2. Human Nutrition and Dietetics, Davidson and Passmore.
3. Normal and Therapeutic Nutrition Proud fit and Robinson.
4. Applied Nutrition, R. Raj Laxmi.
5. Essentials of food and Nutrition (Vol. I & II) by M. Swaminathan
6. Text Book on Human nutrition, M.S. Bamji, N. Prahalad Rao, V. Reddy Oxford & IBM publishing Co. Pvt. Ltd. New Delhi & Calcutta
7. Dietetics, B. Srilakshmi (2000) Published by K.K. Gupta for New age International Pvt. Ltd. New Delhi.
8. Clinical Nutrition and Dietetics, F.P. Antia Philip Abraham Oxford publishing Company.
9. Experimental Cookery, Belle Lowe.
10. Food Science, B. Srilakshmi, New Age International (P) Ltd., Publishers
11. Food Chemistry: A.H. Mayer.
12. Preventive and Social medicine, K. Park.
13. Women and Nutrition in India (1989) Gopalan C. and Kaur, S. Nutrition Foundation of India.
14. Nutritional Problems of India. Prentice Hall of India (1982) P.K. Shukla.
15. Aaharshastra vividh drushtikonatun (1982) Dr. Asha Deoskar and Saral Lele



M.A. Home Economics

Semester IV

Paper –II

Core Course

Consumer and The Market

Subject code - 4T2

Total Marks: 100

Theory: 80

Sessional: 20

- Objectives :-**
1. To understand consumer protection tools.
 2. To gain knowledge about Consumer protection acts.
 3. To know channels of distribution.

Course Outcome : After completion of course, students will be able to,

| | |
|-----|--|
| CO1 | Develop ability to be a wise consumer in students . |
| CO2 | Gain knowledge regarding quality control department and labels |
| CO3 | Gain knowledge about consumer protection Acts |
| CO4 | Understand role of consumer organization and co-operatives. |
| CO5 | Ready to conduct market research /survey. |
| CO6 | Create awareness about facilities provided in the market to the consumers. |
| CO7 | Know the role of advertisement in marketing |
| CO8 | Aware other students regarding advertisements among as a consumer. |

Course Content

Unit I--Consumer awareness:

- a) Meaning and definition of consumer, Rights and responsibilities of consumer, Needs for protection of consumer, Guarantee regarding weights measure and quantity of goods.
- b) Remedies – Standardization, development of quality control and BIS, Agmark, Informative labelling, Types and function of labels.
- c) Consumer Education and knowledge regarding Consumer Laws. Need for Consumer's education, Consumer education and consumer forums.

Unit II-- Consumer Protection Acts, Organization and Co-operatives :

- a) Food Adulteration Act, 1954
Essential Commodity Act, - 1955
Standard Weight and Measures Act, 1956
Consumer Protection Act, 1986
Right to Information Act, 2005
- b) Consumer Organization and their objectives and functions. Progress and scope of Consumer's movement in India and Abroad – England, America and Europe. Role of women in consumer movement.
- c) Consumer Co-operatives in India, objectives, principles, types, advantage and disadvantages of consumer co-operatives.



Unit III—Market, Facilities provided to consumers and Methods of payment :

- a) Meaning and types of market, Organization, functions and control of market, Role and utility of middleman in the market, Channels of distribution –Wholesale marketing, Retail shops, Departmental stores, Co-operative stores, Shopping Malls, Modern methods of marketing.
- b) Packing and delivery, Return facility, Facility for inspection and selection, self-service, Guarantee, use of phone and internet in purchasing.
- c) Methods of payment- Cash, Credit, Credit Card and Debit Card, Hire purchase and Instalment payments, Online payments.

Unit IV– Advertising and Salesmanship:

- a) Meaning, objectives and types of Advertisement, Modes of Advertisement. Merits and demerits of advertisement.
- b) Responsibility of women as a consumer. Deteriorating image of women in Advertisement.
- c) Need for control over advertising –By Government, Traders, Associations and Consumers.

Sessional : 20 Marks

- | | |
|---|-----------------|
| i) Survey and report writing (Sample size 20) | 10 Marks |
| ii) Assignment on curriculum related topics. | 10 Marks |

Reference Books:

- 1) Consumer Economics – Principles and Problems – Wilhelms and Heamer.
- 2) The Family as Consumers – Oppenheim
- 3) Economics for Consumers – L.J. Gordon
- 4) Consumer Economics J.N. Morgon
- 5) Consumer Economics Problems – E.B. Phil
- 6) Consumer Problems and Personal Finance – A.W. Troelstrup



M.A. Home Economics

Semester IV

Paper – III

Elective Course (1a)

Home Science Extension Education

Subject Code - 4T3

Total Marks: 100

Theory: 80

Sessional: 20

Objectives:- To enable students to –

1. To understand the various programmes, favouring the wellbeing of the community.
2. To understand the relevance and importance of educating the Community at large.
3. To create awareness about problems due to over population.
4. To understand the role of “leaders” in community development.

Course Outcomes-After completion of course,

| | |
|-----|--|
| CO1 | Students will be able to understand the importance of adult education in National development. |
| CO2 | Students will be able to gain knowledge regarding the adult education programmes of India. |
| CO3 | Students will be able to work for the welfare programmes for rural women. |
| CO4 | Students will be motivated to develop leadership in extension education. |
| CO5 | Students will be able to work for population education and various family welfare programmes. |

Course Content

Unit I:

Adult Education:

- a) Adult learning process, difference between child learning and adult learning. Stimulus – response theory of adult learning. Factors affecting adult motivation. Requisite conditions for adult learning.
- b) Adult Education- back ground and meaning , Defining adult education and aims of adult education.
- c) Adult education and National Development Adult Education Programmes in India.

Unit II :

Welfare Programmes for Rural Women in India ---

- a) Development of women and children in Rural areas (DWCRA) Objectives’ and Administrative structure of DWCRA Training for DWCRA, integration of DWCRA with other departments.
- b) ICDS- Objectives , Programmes.
- c) Some other Specific Welfare Programmes for Rural Women --- TRYSEM , Jawahar Rojgar Yogna, Self help Programmes, Rajiv Gandhi Scheme for Empowerment of Adolescent Girls.



Unit III:

Population Education --

- a) Definition, Importance and need of Population Education, Objectives- National objectives, objectives of Population Education at School Level. Causes and effect of population growth.
- b) Scope of Family planning services, health aspect of family planning.
- c) National Family Welfare Programmes --

Family Planning Programme- Hindrance in Implementation of Family Planning Programme.

Unit IV:

Leadership in Extension --

- a) Definition of Leader, Definition of leadership, need and importance, Characteristics and types of leadership.
- b) Methods of identifying and selecting local leaders in extension work, Role and Qualities of local leaders. Role of leadership in Development.
- c) Leadership training.

Sessional: 20 Marks

- | | |
|---|----------|
| 1. Field work/survey, report writing | 10Marks |
| 2. Assignment on curriculum related topics. | 05 Marks |
| 3. Participation and completion of activities | 05 Marks |

References:-

- 1. C.L. Adivi Reddy – Extension – Education
- 2. Robin Shaw Pushp – Prasar Shiksha. (Hindi)
- 3. Dr. Harpalani – Prasar Shiksha (Hindi)
- 4. Gita Pusp Shaw, Joyse Shila Shaw, Robin Shaw Pushpa and Shweta Tyagi - Prasar shikha evam sanchar vyavastha , Agarawal Publications, Agra.



M.A. Home Economics

Semester IV

Paper –III

(Elective Course)(1b)

Housing and Interior

Subject Code - 4T3

Total Mark: 100

Theory : 80

Sessional : 20

Objectives:

To enable the students to -

1. Understand the different components of interiors.
2. Understand ecosystem and importance of environment management.
3. Acquire insight of different types of garbage disposal and water disposal processes.
4. Gain knowledge of pollution and environmental standards.

Course Outcomes-

After completion of this course it will help the students –

| | |
|-----|---|
| CO1 | To utilize knowledge regarding the component of trends in interiors. |
| CO2 | To understand home furnishing and utilize the knowledge about it in interiors. |
| CO3 | To develop insight about wall treatment and methods of creating attractive interiors using various wall treatments. |
| CO4 | To create awareness regarding ecosystems of India and the effect of pollution on them. |
| CO5 | To inculcate in the students about the knowledge of environment management and natural resource management. |
| CO6 | To develop insight about garbage disposal and water conservation. |
| CO7 | To inculcate and encourage them to use principles and methods to create attractive interior spaces. |

Course Content

Unit I

a) Furniture

Furniture – an important component of interiors.

Modern trends-wrought iron, nu-wood, syntax, press-wood, cane and molded furniture.

Care of different types of furniture.

b) Home Furnishing

Window Treatment – 1) draperies, 2) curtains, 3) roller shades, 4) valences, 5) Venetian blinds.

Selection of upholstery fabrics.

Care of upholstery fabrics

c) Wall Treatment

Wall paper- Types and care.



Paints- Types and care

Tiles- Types and care.

Unit II

a) Environment Management

Fundamental principles of environment and natural resource management.

Basic concept of ecology and its application in daily life.

Environmental management strategies for industries.

b) Pollution- Causes, Effects and Remedies

Air pollution and Water Pollution.

Soil Pollution and Solid Waste Pollution.

Noise Pollution and Radiation Pollution.

c) Prevention and Control Strategies for Pollution

At local, national and international level.

Role of companies and industries.

Role of scientists and researchers.

Unit – III

a) Garbage Disposal

Types of garbage and importance of garbage disposal. Vermi composting.

Garbage disposal for multi-storied buildings.

b) Study of various types of Fixtures and Fittings used in Home, their use, selection, care merits and demerits

False ceiling.

Kitchen platform.

Paneling and cladding of walls.

c) Household Lighting

Types of lighting, sources of light.

Types of lighting-fixtures, lighting fixtures providing different types of lighting.

Factors affecting illumination, requirement of an ideal lighting and lighting for different location / activities.

Unit – IV

a) Water Drainage System

Importance and types of drainage system.

Garden kitchen, soak pit.

Rain water harvesting from terrace

b) Environmental standards

ISO14000.

EMS.

Environment auditing.

c) Role of Different Organizations in Environment Management

Role of National and International organizations in environment management.

Public policy toward environment management.

Environment protection enactments.



2. Project work, survey based on subject curriculum and Report writing.

10 Marks

References:

1. Agan. T.C. - 'The House', Oxford and I.B.H. publishing co.
2. Deshpande, R.S. - 'Modern India Homes in India', United Book Corporation, Poona, 2nd edition.
3. Rutt, A. - 'Home Furnishing', Wiley Eastern Pvt. Ltd., New Delhi, 2nd edition.
4. Pak-Fin and Helen Yeap - 'Feng-Shui, Health Harmony', B. Jain Publishers Pvt. Ltd., New Delhi, 1998.
5. Goptlied, L.D., 'Environment and Design in Housing'
6. Paryavarnshastra - Erak Bharucha
7. Gruha Vyavastha aevam Gruha Kala- Dr G.P. Shiery
8. कौटुंबिक संसाधनांचे व्यवस्थापन आणि गृह सजावट – त्रिवेणी फरकाडे आणि सुलभा गोंगे.





M. A. Home Economics

Semester IV

Paper – III

(Elective Course) (1c)

Entrepreneurship Development

Subject Code - 4T3

| | |
|--------------|-----|
| Total Marks: | 100 |
| Theory: | 80 |
| Sessional: | 20 |

Objectives: To enable students to

1. To understand the concept of entrepreneurship.
2. To study the basics related to managing business related to Home Economics.

Course Outcome: After successful completion of the students shall be able to-

| | |
|-----|---|
| CO1 | Understand the concept and importance of Entrepreneurship. |
| CO2 | Be aware of various entrepreneurs related to Home Economics. |
| CO3 | Gain the knowledge about the opportunities for entrepreneurs in rural and service sector. |
| CO4 | Gain knowledge about steps involved in project planning and implementation. |

Course Content:

Unit I: Introduction:

- a. Entrepreneur – Meaning, Definitions, Characteristics and Functions of an Entrepreneur and Types of Entrepreneur., Social responsibility of entrepreneurs.
- b. Entrepreneurship – Definition, need, scope, characteristics and Importance of entrepreneurship, Challenges & Issues in entrepreneurship, Barriers of entrepreneurship
- c. Entrepreneur and Economic Development, Types of Enterprise, Factors affecting Entrepreneurial Growth, Entrepreneurial Competencies.

Unit II: Entrepreneurship Development in India:

- a. Historical background of Entrepreneurship Development.
- b. Meaning of Entrepreneurship Development Programme (EDP), Objectives, Process and phases of EDP.
- c. Institutions for Entrepreneurship Development: NIESBUD, EDII, NAYE, TCO, NEDB, NISIET, EDP's by Banks, SIDBI.
Role of Co-operative Banks in Entrepreneurship Development.



Unit III: Innovations in Entrepreneurship:

- Meaning and definitions of Innovation, Need and Importance for Innovation.
- Types of Innovation.
- Innovative work culture, Inventor and Entrepreneur.

Unit IV: Opportunities for Entrepreneurs:

- Rural Entrepreneurship: Concept, Importance, Characteristics, Barriers and Schemes for Rural Entrepreneurship Development.
- Service Sector opportunities for Entrepreneurs: Meaning, Characteristics and opportunities in service sector and its types.
- Infrastructure and support system, Procedure and steps involved in setting up an enterprise. Project planning and formulation of project, identification and product selection, generating project ideas, short listing, final selection, market survey, market alternatives, an overview of the future, Product development, Product Selection, Preparation of project report.

Sessional:

Total 20 Marks

- Assignment on curriculum related topics. 10 marks
- Interaction with entrepreneurs/Visit to industry/Project planning /formulation and report preparation / Case studies and report writing. 10 marks

References:

- Bedekar, S.J. (1991): Marketing- Concept and Strategies, Oxford University Press, Mumbai.
- Entrepreneurship Development: S.S Khanka, Sultan Chand & Co.Ltd.
- Fundamentals of Entrepreneurship: G.S. Sudha, Ramesh Book Depot.
- Entrepreneurship Development: Colombo Plan Staff College for Technician Education, Manila, Tata McGraw Hill
- Small Scale Industries and Entrepreneurship: Vasant Desai, Himalaya Publishing House.
- Entrepreneurship Development: C.B. Gupta & N.P. Srinivasan, Sultan Chand & Sons.
- Entrepreneurship Development: E. Gordon, K.Natrajan, Amishi Arora, Himalaya Publishing House 1st Edition (2009).
- Udyojakta : Sankalpana ani Prerana I and II: Prof. Sudhir Sevekar, Vidya Books Publishers, Aurangabad.



M.A. Home Economics

Semester IV

Paper – IV

(Elective Course)

Family Dynamics

Subject Code - 4T4

Total Marks: 100

Theory: 80

Sessional: 20

Objectives : To enable students to –

1. To understand the status of women during different eras.
2. To understand the problems of old age.
3. To understand the importance of mental health and hygiene in the child's Life.
4. To identify mental health issues.

Course Outcomes

| | |
|-----|--|
| CO1 | Given the knowledge of women in India, students will be able to understand status of women in India. |
| CO2 | Given the knowledge of violence against women, students will be able to prevent any kind of violence . |
| CO3 | Given knowledge of problems of old age, students will be able to provide service in the old age homes. |
| CO4 | Given the knowledge of mental health and hygiene ,students will be able to create awareness in the community. |
| CO5 | Given the knowledge of child guidance clinics, students will be prepared themselves to work in child guidance clinics. |

Course Content

Unit – I : Women in India.

- a) Women in ancient India.
Women in Pre – independence period.
Women in Post – independent period.
- b) Status of women in Indian society.
Education and women, women and employment, women and Health, Social Status of women, political status of women
- c) Changing role of women.

Unit – II

- a) Violence against women - Types of Violence, Causes of violence.
- b) Domestic violence, Violence at work place- Definition, Types, Potential perpetrators, effects, safety tips, prevention.
- c) Women as peace builders. Meaning of peace, importance of introduction of peace education at home and in schools.
Activity and report writing (Any one).



Unit – III: Concept of Aging and the Aging Process

- a) Biological and physiological aspects, psychological aspect, Social aspect, retired status, single status, economic status, security, social adjustment and recognition, spiritual aspect.
- b) Adjustment pattern and changing lifestyle during old – age. Family pattern during old-age :- changing roles and the aging family, conjugal husband-wife relationship, sexual adjustment. Intergenerational family relations, grand parenthood, widowhood, Alternative life style, second marriage in old-age.
- c) Services and programs for the aged : - Laws and facilities favoring the senior citizens. Categories of services : - Housing, Health, leisure time activities, institution for the aged, (old age homes, adoption of the old) day care centers, rearrangement after retirement, economic programmes – retirement pension, death cum retirement gratuity, provident fund, insurance schemes.

Unit – IV: Mental health and hygiene

- a) Emotions and mental health :- Anger and hostility, fear and anxiety, defense mechanisms, kinds of mental illnesses, Reasons leading to Mental Ill health, Factors affecting mental health and maintaining mental health.
- b) Concept of mental hygiene. Value of prevention of mental ill health during child-hood.
- c) Mental health agencies- National Association of Mental Health, State Mental Health Agencies , Child Guidance Clinics, Government and non – government mental health agencies.

Sessional : 20 Marks

- | | |
|--|----------|
| a. Assignment on curriculum related topics. | 10 Marks |
| b. Survey and Report writing from syllabus. (Sample size 20) | 10 Marks |

References:

1. Women in India – a search for identity – Sharada Rath.
2. Women and Society – G. Vijayeshwari Rao
3. Contemporary social problems in India. – B. Ghosh.
4. Aging and the aged.- Paul Chowdhry.
5. Women and the Law. – Anjani Kant.
6. Health and Safety for you – Franklin C. Vaughn.



M.A. Home Economics

Semester IV

Paper – IV

(Elective Course)

FAMILY RELATIONS AND FAMILY WELFARE

Subject Code - 4T4

Total Marks: 100

Theory: 80

Sessional: 20

Objectives

1. To understand the marriage as an important institution.
2. To understand the changing concepts of marriage.
3. To understand the family as an institution.
4. To identify the child at risk, including exceptional children.

Course Outcomes

| | |
|-----|--|
| CO1 | Given the knowledge of marriage and alternative to marriage, students will be able to take proper decision about marriage in the future. |
| CO2 | Given the knowledge of family, students will be able to prepare themselves for formation of family. |
| CO3 | Given the knowledge about child at risk, students will be able to work with NGO's working in the field of children related issues. |
| CO4 | Given the knowledge of counselling and family welfare students will be able to work in the field of counselling and family welfare. |

Unit I

1. **Marriage:** Definition, meaning, types, functions, importance. Goals. Readiness for marriage: physiological, social, psychological, economic, etc. Adjustment, success and conflicts.
2. **Alternatives to marriage:** co-living, singlehood, child marriage, group marriage, open marriage, lesbianism, gay culture.
3. Registration of marriage, marriage counselling, laws pertaining to marriage and its adoption in different religious groups. Family courts.

Unit II

Family: Definition, meaning, types, functions, importance, impact of social changes.
Family life cycle. Role of family members.
Parent-child relationship, parental discipline techniques, other socializing agents.
Crisis in family life: breakup of the family, death of the partner, prolonged illness, single parenthood etc.

Unit III –

Child at risk: child labour, street children, child abuse and their intervention program.

Exceptional children: Definition, classification and types. Identification and methods of training.



Special schools available in India for exceptional children. Gifted children: identification and educational facilities.

Unit IV - Counselling: Definition, goals, scope and limits. Characteristics of an effective counsellor. Process of counselling: problem exploration and classification; developing new perspective and setting goals; implementation; evaluation. Counselling techniques.

Rights and responsibilities of child, parents and society.

Family welfare: programmes at local, national and international level, their functions, objectives and beneficiaries.

Sessional -20 Marks

1. Conduct a survey on family problems and its remedies. 10 Marks

2. Prepare a resource file on various issues related to child labour/ Exceptional children/Crisi in family life. (Any one) .10 Marks .

REFERENCES 1. Govt. of India: Profile of the Child in India: Policies and programme, New Delhi: Ministry of Social Welfare, 1980.

2. Duvall, E. Family Development 3rd., New York, J.B. Lippincott, 1967.

3. Khasgiwali, A. Family Dynamics: Social work Perspective, Amol Pub., 1993.

4. Smart, M.S. and Smart, R. Families developing relationships, 2nd ed., New York, McMillan Pub. Co., 1980.

5. Williamson, R.C. Marriage and Family relations, New York, John Wiley and Sons inc., 1967.

6. Chaudhary, P.D. Child welfare and development, Atmaram and Sons, New Delhi, 1988.

7. Shanker, U. Problem Children, Atmaram and Sons Pub., New Delhi, 1978. 8. Cruickshank, W.H. and Jophnson, G.U.



M. A. Home Economics Semester IV

Foods and Nutrition Practical

Subject Code - 4P1

Total Marks: 100

External: 80 Marks

Internal: 20 Marks

- A. Experimental Cookery and It's Evaluation - 20 Marks (Internal)**
1. Sugar Cookery- Fudge- Khajoor fudge, Cocco Fudge
Chikki- Any Two (Using Sugar or Jaggery)
Chirote-Two Variations (Using- 1. Maida, 2. Maida+ Rawa)
 2. Cereal Cookery –
Bhature- Two Variations (Using-1. Maida, 2. Maida+Wheat Flour)
Shankarpale – Two Variations (Using- 1. Maida, 2. Maida+ Rawa)
Appe- Two Variations
 3. Pulse Cookery-
Dhokla- Two Variations (Instant and Fermented , Using Besan)
Shev- Two Variations (Using Soda and Without Soda)
Dahi Wada – Two Variations (Using 1. Black Gram Dal, 2. Green Gram Dal)
- B. Conducting Survey on related topic such as Food Sanitation, Food Handling, etc ,**
- | | |
|---|------------------------------|
| Preparation of Report and Presentation of the Report— | 30 Marks. |
| Practical Examination | 50 Marks (Time— Three Hours) |
| Sugar/ Cereal/ Pulse / Egg Cookery - | 20 Marks |
| Evaluation and Presentation - | 15 Marks |
| Viva Voce | 15 Marks |

M.A. Home Economics

Semester IV

Paper – IV

Project

(Audit Course)

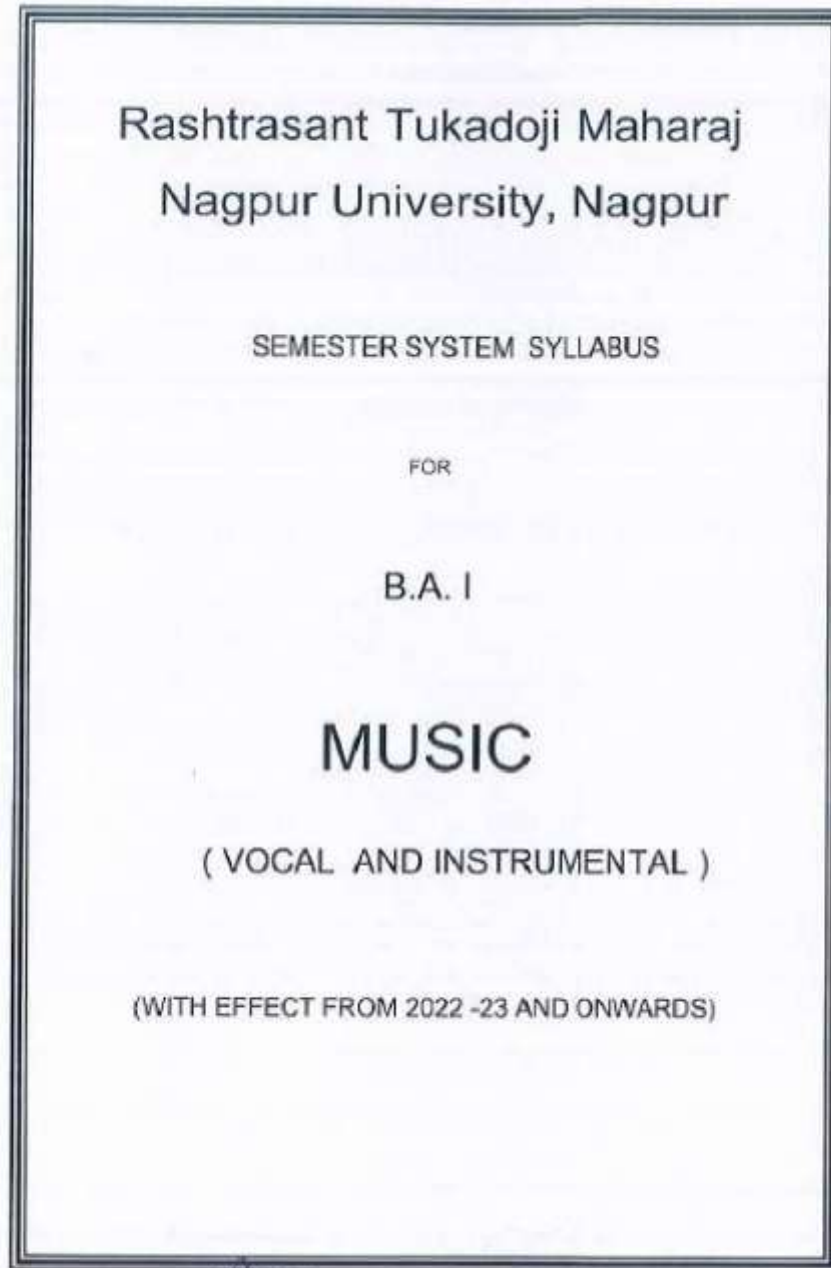
Project is an audit course (Non Credit Course). Minimum eligibility for Project is 70% aggregate in last examination. University norms laid down in the ordinances of the PG syllabus must be followed for evaluation of Project.



Yeshwant Rural Education Society's

Yeshwant Mahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'



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

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.
(एक आठवड्याला प्रात्यक्षिकासाठी ६ तासिका व संगीत शास्त्रासाठी २ तासिका असल्यात.)
- 2) There should be maximum 7 students per batch.
(एका वेळी एका तुकडीत कमाल ७ विद्यार्थी / विद्यार्थिनी असवे.)
- 3) Due to natural differences in voice, boy and girl students should have separate batches for music practical periods.
आवजच्या नैसर्गिक भिन्नेमुळे 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 एक 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) Sawai | 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 गरीबखाणी गत instead of विलंबित खयाल and रजाखाणी गत instead of दुल खयाल. 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.

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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 from 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.

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

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, Varna, Alankar, Saptak, Thaats and its rules, Varjya

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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.

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Yeshwant Rural Education Society's
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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,
(सुद्ध स्वरोंचे 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.

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**B. A. Part I
Semester II**

Time - Two hours

Theory

Marks - 40

Course outcomes:

1. Students will get detailed knowledge of thaat 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:

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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.

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H. H. A. B.
20/11/2020



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

B) Semester Pattern Syllabus for Tabla Practical
B. A. Part I
Semester I **Marks: 40**

Notes:-

- 1) Tabla Solo playing along with Lehara, independently at least for 15 minutes – 2 Quidas of chatasra jati with 3 palta each; rela; bedam, damdar and chakradar tihai, tukda, mukhda etc. (चतस्र जातीचे २ कायदे – ३-३ पलटांसहित, रेल, बेदम, दमदार व चक्रदार तिहार, तुकडे व मुखडे इ.)
- 2) Practice of tuning the Tabla.
- 3) Candidates should submit the checked practical record book at the time of practical exam.

Marks distribution for Tabla Practical Exam

| | |
|---|-----------|
| 1) Practical record book | 05 |
| 2) Solo tabla playing with lehara | 10 |
| 3) Theka and dugun of tala etc. | 05 |
| 4) Oral rendition (पंडित) and simple quidas | 04 |
| 5) Rendition of rare talas | 04 |
| 6) Material for laggi wadan | 04 |
| 7) Knowledge of talas, playing style and general impression | 04 |
| 8) Accompaniment | 04 |
| Total Marks | 40 |

Marking distribution

| | | |
|--|------------|------------------|
| Theory Paper | --- | 40 marks |
| Internal Assessment (Theory) | --- | 10 marks |
| Practical Exam | --- | 40 marks |
| Internal Assessment (Practical) | --- | 10 marks |
| Total | --- | 100 marks |

- Marking distribution will be same for each semester.
- The student has to pass theory, practical and internal assessment separately with minimum 40 percent.

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NAAC Reaccredited Grade 'B'

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 (पढ़ें) 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 (कसयदा), Rela, Patla (पल्ला) Gat (गट) Tihai, Tukdas and Mukhadas etc.) of the following Talas with oral rendering (पढ़ें):
 - 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.

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

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, it's 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 (दार्द-दाया)

Unit II (12 Marks)

Definitions of the following terms: Sangeet, Swar, Matra, Laya, Avarthan, Theka, Dugun, Tigan 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 (तट – वितत) and Avansaddha 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 tihais.
- 2) Life history and Contribution to the field of Tabla of the following :-
Pt. Samtaprasad (Gudai maharaj), Ustad Allarakkha, Khalifa Wajid Hussain

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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.

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Mazharwar
Shikhar
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NAAC Reaccredited Grade 'B'

Semester II

Marks: 40

Notes:-

1. Tabla Solo playing along with Lehar, independently at least for 15 minutes – 2 Qaulda of chatasra jati with 3 palta each; rela, bedam, damdar and chakradar tihai, tukda, mukhda etc. २ कापदे – चतस्र जतीवे (३-३ पलटणसहित), रेल, बेदम, दमदार व चक्रदार तिहाई, तुकडे व मुखडे इ.
2. Practice of tuning the Tabla.
3. Candidates should submit the checked practical record at the time of practical exam.

Tabla Practical

Course outcomes:

1. Students will be able to play various varnas prescribed in the syllabus.
2. Students will be able to orally render thekas with simple compositions.
3. Students will be able to play prescribed talas in detail.
4. Students will be able to recognize sum of tala in a song.

Tabla Practical

- Practice of Producing the Syllables (वर्ण) on Tabla and Dugga (दुग्गा & बाग्गा)
तिरछिट, किततक, तक्का, धिछिर, गदिमन, कडवातिट, धारेतिट
- Study of the Thekas of the following Talas with Dugun, Tigun and Chougun:
 - Ektal
 - Tilwada
 - Kaharava
- Study of the Thekas with simple compositions and their oral renderings (पदरत) in the following talas:
 - Tevra
 - Dhamar
 - Dhumali
- Uncommon talas: (Theka with dugun only) Pancham Sawari (15 Matra)
- Vistar (Peshkar, Quida, Rela, Patla, Gat, Tihai, Tukdas and Mukhadas etc.) of the following Talas with oral rendering (पदरत):
 - Trital
 - Ektal
- At least two variations of the Theka and Laggis of Dadra and Kaharva tal.
- Recognizing the sum of a Tal and Song; ability to play lehara on harmonium.

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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)
तिरकिट, किटलक, तक्का, तिरछिर, गदिगन, कडगातिट, धागेतिट

Unit II (12 Marks)

1. Meaning and Explanation of the distinctive Features and application of the following:- Qaida (कायदा) Gat (गत) Mukhada (मुखड़ा), Rela, Tukada (तुकड़ा) Mohara (मोहरा) Tihai (तिहाई), Bol and Patta.
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

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27/7/2022
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.

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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 पद्धती, भाग २ ते ४ विष्णु जर्मा
4. शांती श्रीखंडे : संगीत शास्त्र दर्पण १, २
5. मंडेरा नारायण सक्सेना : संगीत शास्त्र भाग १, २
6. Bandhopadhyaya : Sitar Marga, Part I & II
7. Pt. Rajabhaiya Poochwale: Dhruopad, Dhammar Gayaki
8. S.K. Chaudhary: Indian Music Today
9. Pt. Bhatkhande : A short Historical Survey of Northern Indian Music.
10. Pt. Bhatkhande: A comparative study of Indian Music of 16th, 17th and 18th Century.
11. प्रो. श्री. आर. देवधर : राग संग्रह भाग १ ते ३
12. श्री. गोडबोले : 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 विज्ञानिनी
17. श्री. ना. वि. पंडित : ज्ञानालिप्त (महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ)
18. अ. वि. खेडेकर : हार्मोनियम (म. वि. उ. नि. मं)
19. श्री. अरविंद मुळगावकर : तबला (म. वि. उ. नि. मं)
20. कै. चैतन्य देसाई : संगीत विषयक संस्कृत ग्रंथ (म. वि. उ. नि. मं)
21. सत्यनारायण वशिष्ठ: कायदा और पेशकार
22. सत्यनारायण वशिष्ठ: ताल माला
23. सत्यनारायण वशिष्ठ: तबलेपर दिल्ली और पूरब
24. प्रभुलाल गर्ग 'चमंत' : संगीत विज्ञान (संगीत कार्यालय हाथरस)
25. ताल ब्रभाकर प्रशोत्तरी : श्री. गिरिशचंद्र श्रीवास्तव
26. ताल पंचाय भाग १, २, ३ : श्री. गिरिशचंद्र श्रीवास्तव
27. डॉ. आबान मिस्त्री : तबला एवं पखवाज के घराने एवं परम्पराएँ
28. पं. रामाश्रय झा - अभिनव गौतमिनी भाग १ ते ५, संगीत सदन प्रकाशन इलाहाबाद

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Yeshwant Rural Education Society's

YeshwantMahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

**Rashtrasant Tukadoji Maharaj
Nagpur University, Nagpur**

SEMESTER SYSTEM SYLLABUS

FOR

B.A.II

MUSIC

(VOCAL AND INSTRUMENTAL)

(WITH EFFECT FROM 2017-18 AND ONWARDS)



A)

Semester Pattern
B. A. - Part II
INDIAN MUSIC
(Vocal and Instrumental)

- 1) दर आठवडयाला प्रात्यक्षिकासाठी (Practical) ६ तासिका व संगीत शास्त्रासाठी (Theory) २ तासिका असाव्यात.
- 2) एका वेळी एका गटात ७ पेक्षा अधिक विद्यार्थी/विद्यार्थिनी नसाव्यात.
- 3) आवाजाच्या नैसर्गिक भिन्नतेमुळे विद्यार्थी/विद्यार्थिनी यांचा प्रात्यक्षिकाचा वर्ग वेगळा असावा.
- 4) ४८ मिनिटांची प्रात्यक्षिकाची एक तासिका ही ४८ मिनिटांच्या शास्त्राच्या एका तासिकेसमान मानली जाईल.

One practical period of 48 Minutes shall be counted equal to one lecture period of 48 Minutes.

Notes:-

- 1) Acoustic (Manual) taanpura is mandatory in practical classes as well as practical exam.
- 2) Attention of the candidates, their guardians and teachers is drawn to the fact that 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 मसितखानी गत instead of विलंबित खयाल and रजाखानी गत instead of द्रुत खयाल. 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 at the time of practical exam.
- 7) Bhatkhande or Paluskar system of notation will be followed.



Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

SEMESTER SYSTEM SYLLABUS

B.A.II MUSIC

(Vocal and Instrumental)

PATTERN OF EXAMINATION AND MARKS DISTRIBUTION

Theory Paper :

- One theory paper of **40 marks of two hours duration** will be conducted at the end of each semester.

Practicals :

1. One Practical examination of **40 marks of half an hour duration** in each semester will be conducted at the end of the same semester.
2. Practical examination in each semester will be conducted by Internal and External examiners appointed by the University.

Internal Assessment:

1. Head of the department will carry out internal assessment of the students on the basis of evaluation report from the concerned teacher/ teachers, under the supervision of the principal of the college and will be done at the end of each semester.
2. Distribution of **20 marks** of Internal Assessment is as under-
 - **10 marks for Theory Assessment --**

| | | |
|--|------|------------|
| i. Assignment /Project work | ---- | (05 marks) |
| ii. Group disc./ Seminar/ guest lectures | ---- | (05 marks) |
 - **10 marks for Practical Assessment --**

| | | |
|---|------|------------|
| i. Class Attendance | ---- | (05 marks) |
| ii. Participation in College activities | ---- | (05 marks) |



Yeshwant Rural Education Society's

YeshwantMahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

गुण विभाजन

विषय — भारतीय संगीत

क्रियात्मक परिक्षेच्या गुण विभाजनाचा तक्ता

| | गुण |
|--------------------------------------|-----|
| 1) प्रात्याक्षिक वही | ०५ |
| 2) अलंकार | ०३ |
| 3) सरगम व लक्षणगीत | ०३ |
| 4) विलंबित ख्याल गायकीसह/मसीतखानी गत | १० |
| 5) छोटाख्याल/रजाखानी गत | ०८ |
| 6) धृपद, धमार, तराणा/धुन | ०४ |
| 7) तालज्ञान व रागज्ञान | ०४ |
| 8) सुगमसंगीत | ०३ |
| एकूण गुण | ४० |

| | | |
|---------------------------------|-----|-----------|
| Theory Paper | --- | 40 marks |
| Internal Assessment (Theory) | --- | 10 marks |
| Practical Exam | --- | 40 marks |
| Internal Assessment (Practical) | --- | 10 marks |
| Total | --- | 100 marks |

- Marking distribution will be same for each semester.
- The student has to pass theory, practical and internal assessment separately with minimum 40 percent.



Yeshwant Rural Education Society's

YeshwantMahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B. A. Part II
Semester III
Practical Test
(Approximately half an Hour) Marks - 40

1. The candidate will be required to study the following.
कोणत्याही दोन वाटांचे १० अलंकार
2. The candidate will be required to study सरगम and लक्षणगीत in each of the following ragas:
i) Bihag ii) Desh iii) Bageshree iv) Bhimpalasi v) Deshkar
3. विलंबित ख्याल or मसीतखानी गत with detail गायकी in **any two** of the prescribed Ragas and द्रुत ख्याल or रजाखानी गत with गायकी in all ragas with आलाप and तान.
4. One धृपद with दुगुन and चौगुन and one तराणा from Prescribed ragas.
5. Study of the following Talas with their Dugun and Chougun.
i) Dipchandi ii) Rupak iii) Sool taal
6. Any one of the following style:
Bhajan, Ghazal, Patriotic song



| | | |
|-------------------------|----------------------|-------------------|
| | B. A. Part II | |
| | Semester III | |
| Time - Two hours | Theory | Marks - 40 |

Unit I (Marks: 08)

1. a) Rabindra Sangeet
b) Karnatic Sangeet (Saptak and music styles)
2. Biographies and contribution of following musicians
 - Ustad Allaadin Khan
 - Ustad Zakir Hussain

Unit II (Marks: 12)

1. Study of theoretical details of Ragas (Bihag, Desh, Bageshree, Bhimpalasi, Deshkar) prescribed for practical course and their comparative study.
2. Reading and writing of notation of compositions (Bandish / Gats) prescribed in the practical course.
3. Writing of Talas (Deepchandi, Rupak, Sool taal) in notation with dugun and chougun.

Unit III (Marks: 08)

1. Comparative study of Bhatkhande and Paluskar notation system.
2. Essay on any of the following topics:
 - Role of Music in National Integration
 - Natya sangeet of Maharashtra

Unit IV (Marks: 12)

1. Study of the following technical terms:-
Vrunda vadan, Vaggeyakar, Merits and demerits of Vaggeykar, Naandi, Haveli Sangeet, Raagmala, Kaku Bhed, Geet- Gandharva- Gaan, Gayak - Nayak
2. General knowledge of various folk songs as :-
Kajri, Chaiti, Mand, Garba, Powada.
3. Study of Musical Scales:-
Pythagorean Scale, Natural Scale, Chromatic Scale.



B. A. Part II
Semester IV
Practical Test
(Approximately half an Hour) Marks - 40

1. The candidate will be required to study the following.
कोणत्याही दोन थाटांचे १० अलंकार
2. The candidate will be required to study सरगमगीत and लक्षणगीत in each of the following ragas:
i) Malkauns ii) Jounpuri iii) Hamir iv) Kedar v) Purvi
3. विलंबित ख्याल or मसीतखानी गत with detail गायकी in **any two** of the prescribed Ragas and द्रुत ख्याल or रजाखानी गत with गायकी in all ragas with आलाप and तान.
4. One धमार with दुगुन, चौगुन and one चतुरंग from prescribed ragas.
5. Study of the following Talas with their Dugun and Chougun
i) Dhamar ii) Zumra iii) Tivra
6. Any one of the following style:
Bhajan, Ghazal, Patriotic song



| | | |
|-------------------------|----------------------|-------------------|
| | B. A. Part II | |
| | Semester IV | |
| Time – Two hours | Theory | Marks - 40 |

Unit I (Marks: 08)

1. Dakshinatya taal system
2. Biographies and contribution of following musicians
 - Sadarang – Adarang
 - Ustad Abdul Kareem Khan

Unit II (Marks: 12)

1. Study of theoretical details of Ragas (Malkauns, Jounpuri, Hamir, Kedar, Purvi) prescribed for practical course and their comparative study.
2. Reading and writing of notation of compositions (Bandish / Gats) prescribed in the practical course.
3. Writing of Talas (Dhamar, Zoomra, Tivra) in notation with dugun and chougun.

Unit III (Marks: 08)

1. Definition and types of intervals (स्वरांतर), intervals in western music and its comparison with Indian intervals (चतुःश्रुतिक, त्रिः श्रुतिक, द्विःश्रुतिक), Diatonic Scale.
2. Essay on any of the following topics:
 - Importance of Music festivals / seminars / conferences.
 - Remix and Fusion
 - Music Therapy

Unit IV (Marks: 12)

1. Definition of following terms:
Vrunda gayan, Merits and demerits of Gayak-vadak, Shikshakar-Anukar, Parmel Praveshak Rag, Adhwadarshak Swar, Saptak-Ashtak (Octave)
2. General knowledge of various folk songs:
Baul, Bhatiyali, Lawani, Bharud, Kirtan
3. Study of Musical Scales:
Pentatonic Scale, Hexatonic Scale, Equally Tempered Scale.



B) Semester Pattern Syllabus for Tabla Practical
B. A. – Part II
Semester III **Marks – 40**

Note:-

1. Tabla Solo-playing along with Lehara (लेहरा) independently at least for 30 minutes in all the Talas (as per Syllabus)
 2. Practice of tuning the Tabla.
 3. In addition to the course prescribed up to B.A. – Part I & Part II.
-

Tabla Practical

- 1) Thekas and advanced playing in:
 - I. Trital, Zaptal, Roopak, and Darda
 - II. Zumra and Dhamar
- 2) Uncommon Talas: Rudra with dugun
- 3) Use of Jat tala in Thumri (along with laggee playing, showing sam with tihai)
- 4) Oral rendering (पढंत) of all Talas and Bols Prescribed in Second year.
- 5) Vistar of the following Talas with a good collection in Trital and Roopak; Advanced Quidas, Gats, Relas, Parans, Mukhadas, Tukdas, Tihais and Gat Quidas (गत कायदा)
- 6) Knowledge of Chougun laya with oral renderings.
- 7) At least four varieties Darda and Karava tal.



गुण विभाजन

विषय — तबला

क्रियात्मक परिक्षेच्या गुण विभाजनाचा तक्ता

| | गुण |
|--|-----|
| 1) प्रात्याक्षिक वही | ०५ |
| 2) लहारा सोबत एकल तबलावादन | १० |
| 3) तालाचे ठेके व दुगुन इ. | ०५ |
| 4) पढंत आणि साधे कायदे | ०४ |
| 5) अप्रचलित तालवादन | ०४ |
| 6) लग्गीवादन सामग्री | ०४ |
| 7) तालज्ञान, वादनशैली व सामान्य प्रभाव | ०४ |
| 8) संगीताबरोबर साथसंगत | ०४ |
| एकूण गुण | ४० |

| | | |
|---------------------------------|-----|----------|
| Theory Paper | --- | 40 marks |
| Internal Assessment (Theory) | --- | 10 marks |
| Practical Exam | --- | 40 marks |
| Internal Assessment (Practical) | --- | 10 marks |

| | | |
|-------|-----|-----------|
| Total | --- | 100 marks |
|-------|-----|-----------|

- Marking distribution will be same for each semester.
- The student has to pass theory, practical and internal assessment separately with minimum 40 percent.



Semester Pattern Syllabus for Tabla Theory

B. A. – Part II

Semester III

Time – Two hours

Marks - 40

Unit I (08 Marks)

- 1) History of Tabla:
 - i) From ancient time to 1300 A.D.
 - ii) Development onward till the present age.
- 2) History of two Gharanas of Tabla: Delhi, Farrukhabad and Punjab.

Unit II (12 Marks)

- 1) Writing notation of all the talas prescribed in the practical course of this year along with previous year and their Layakaris in Dugun, Tigun.
- 2) Definition and knowledge of application of the following:
Jarab (ज़रब), Vazan (वज़न), Yati (यती), Graha (ग्रह), Paran.
- 3) Merits and Demerits of Tabla Players. (तबला वादकाचे गुण—दोष)

Unit III (08 Marks)

- 1) General knowledge and practical utility of पखवाज, तबला
- 2) Detailed knowledge of Tabla accompaniment with different styles of vocal and instrumental music: धृपद, खयाल, गझल-
- 3) Knowledge of Bhatkhande and Paluskar Tala-Notation System.

Unit IV (12 marks)

- 1) Essay on any one following subjects:
 - i) Model accompaniment
 - ii) Peculiarities of Different Gharanas of Tabla.
- 2) Life History and contribution of the following Tabla Maestros:
१) पं. गोविंदबुवा बुन्हाणपूरकर २) उ. अहमदजान थिरकवा ३) उ. मोदू खाँ



Semester Pattern Syllabus for Tabla Practical

B. A. – Part II

Semester IV

Marks – 40

Note:-

4. Tabla Solo-playing along with Lehara (लहरा) independently at least for 30 minutes in all the Talas (as per Syllabus)
 5. Practice of tuning the Tabla.
 6. In addition to the course prescribed up to B.A. – Part I & Part II.
-

Tabla Practical

- 1) Thekas and advanced playing in:
 - i) Ektal, Dhumali, and Kaharva
 - ii) Tewara and Ada choutal
- 2) Uncommon Talas: Shikhar
- 3) Use of Deepchandi tala in Thumri (along with laggee playing, showing sam with tihai)
- 4) Oral rendering (पढ़त) of all Talas and Bols Prescribed in Second year.
- 5) Vistar of the following Talas with a good collection in Ektal and Zaptal; Advanced Quidas, Gats, Relas, Parans, Mukhadas, Tukdas, Tihais and Gat Quidas (गत कायदा)
- 6) Knowledge of Tigun laya with oral renderings.
- 7) At least four varieties Darda and Karava tal.



Semester Pattern Syllabus for Tabla Theory

B. A. – Part II

Time – Two hours

Semester IV

Marks - 40

Unit I (08 Marks)

- 1) History of Tabla:
 - i) Transformation in the time of Amir Khusro (अमीर खुसरो)
 - ii) Development onward till the present age.
- 2) History of four Gharanas of Tabla: Ajarada, Banaras and Lakhnaw.

Unit II (12 Marks)

- 1) Writing notation of all the talas prescribed in the practical course of this year along with previous year and their Layakaris in Chougun and Aad (3/2).
- 2) Definition and knowledge of application of the following:
Chakradar Paran, Gat-Quida, Tripalli, Rela, Baant, Chalan (बांट, चलन).
- 3) Merits and Demerits of Tabla Players. (तबलावादकाचे गुण—दोष)

Unit III (08 Marks)

- 1) General knowledge and practical utility of different Indian Percussion Instruments in folk music.
- 2) Detailed knowledge of Tabla accompaniment with different styles of vocal and instrumental music: धमार, ठुमरी, भजन.
- 3) Writing any taal in Bhatkhande and Paluskar Tala-Notation System.

Unit IV (12 marks)

- 1) Essay on any one following subjects:
 - i) Principles of effective presentation
 - ii) Different 'Baa' of tabla
- 2) Life History and contribution of the following Tabla Maestros:
१) पं. पागलदास २) उ. सुधार खाँ ३) पं. नानासाहेब पानसे.
- 3) Three Characteristics of नाद (Nad) (Pitch, Volume and Timber)



Books Recommended:

1. पंडित वि.ना.भातखंडे : हिंदुस्थानी संगीत क्रमिक पुस्तक मालिका भाग २ ते ४
2. व्ही.एन.पटवर्धन — राग विज्ञान — १ ते ५
3. पंडित वि. ना. भातखंडे (विष्णु शर्मा) हिंदुस्थानी संगीत पद्धती भाग २ ते ४
4. पं. रामाश्रय झा : अभिनव गीतांजली भाग १ ते ५ (संगीत सदन प्रकाशन, इलाहाबाद)
5. प्रभूलाल गर्ग "वसंत" : संगीत विशारद (संगीत कार्यालय हाथरस)
6. शांती श्रीखंडे — संगीत शास्त्र दर्पण भाग १ व २
7. महेश नारायण सक्सेना — संगीत शास्त्र भाग १ व २
8. प्रो. बी. आर. देवधर — थोर संगीतकार
9. डॉ. नारायण मंगरुळकर — संगीतातील घराणी आणि चारित्रे
10. डॉ. नारायण मंगरुळकर — संगीत शास्त्र विजयिनी
11. लक्ष्मी नारायण गर्ग — हमारे संगीत रत्न
12. अशोक रानडे — लोक संगीताचे शास्त्र
13. संगीत हाथरस — लोक संगीत अंक
14. डॉ.अनिता सेन — रविंद्र संगीत
15. Bandhopadhyaya — Sitar Marg part, I, II, III
16. गोडबोले — तबला शास्त्र
17. गोडबोले — ताल दीपिका
18. किरपेकर : ताल वैभव
19. ताल अंक — संगीत कार्यालय हाथरस
20. सत्यनारायण वशिष्ठ — कायदा और पेशकार
21. सत्यनारायण वशिष्ठ — ताल मार्तंड
22. अरविंद मुळगावकर — तबला



23. डॉ.जी. एच. तारळेकर — भारतीय वाद्यांचा इतिहास
24. कै. चैतन्य देसाई — संगीत विषयक संस्कृत ग्रंथ (म.वि.ग्रं.नि.मं)
25. डॉ. एस. एस. परांजपे — भारतीय संगीत का इतिहास
26. वायलीन : श्री. ना. वि. पंडित (म.वि.ग्रं.नि.मं)
27. हार्मोनियम अ. वि. बेडेकर (म.वि.ग्रं.नि.मं)
28. डॉ. आबान मिस्त्री : तबला एवं पखवाज के घराने एवं परम्पराएँ
29. लोकसंगीत अंक — केशवचंद्र वर्मा, प्रदीपन प्रकाशन ६५, टैगोर टाउन, इलाहाबाद
30. Pt. Bhatkhande: A short historical survey of Northern Indian Music
31. Pt. Bhatkhande: A Comparative study of Indian Music of 16th, 17th and 18th Century.
32. ताल प्रभाकर प्रश्नोत्तरी : श्री. गिरीशचंद्र श्रीवास्तव
33. ताल परिचय: भाग १, २, ३ श्री. गिरीशचंद्र श्रीवास्तव
34. पं. रामाश्रय झा — अभिनव गीतांजली भाग १ ते ५, संगीत सदन प्रकाशन इलाहाबाद



Yeshwant Rural Education Society's

YeshwantMahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

**Rashtrasant Tukadoji Maharaj
Nagpur University, Nagpur**

SEMESTER SYSTEM SYLLABUS

FOR

B.A.III

MUSIC

(VOCAL AND INSTRUMENTAL)

(WITH EFFECT FROM 2018-19 AND ONWARDS)



A)

Semester Pattern
B. A. - Part III
INDIAN MUSIC
(Vocal and Instrumental)

- 1) दर आठवडयाला प्रात्यक्षिकासाठी (Practical) ६ तासिका व संगीत शास्त्रासाठी (Theory) २ तासिका असाव्यात.
- 2) एका वेळी एका गटात ७ पेक्षा अधिक विद्यार्थी/विद्यार्थिनी नसाव्यात.
- 3) आवाजाच्या नैसर्गिक भिन्नतेमुळे विद्यार्थी/विद्यार्थिनी यांचा प्रात्यक्षिकाचा वर्ग वेगळा असावा.
- 4) ४८ मिनिटांची प्रात्यक्षिकाची एक तासिका ही ४८ मिनिटांच्या शास्त्राच्या एका तासिकेसमान मानली जाईल.

One practical period of 48 Minutes shall be counted equal to one lecture period of 48 Minutes.

Notes:-

- 1) Acoustic (Manual) taanpura is mandatory in practical classes as well as practical exam.
- 2) Attention of the candidates, their guardians and teachers is drawn to the fact that 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 मसितखानी गत instead of विलंबित खयाल and रजाखानी गत instead of द्रुत खयाल. 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 at the time of practical exam.
- 7) Bhatkhande or Paluskar system of notation will be followed.



Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

SEMESTER SYSTEM SYLLABUS

B.A.III MUSIC

(Vocal and Instrumental)

PATTERN OF EXAMINATION AND MARKS DISTRIBUTION

Theory Paper :

- One theory paper of **40 marks of two hours duration** will be conducted at the end of each semester.

Practicals :

1. One Practical examination of **40 marks of half an hour duration** in each semester will be conducted at the end of the same semester.
2. Practical examination in each semester will be conducted by Internal and External examiners appointed by the University.

Internal Assessment:

1. Head of the department will carry out internal assessment of the students on the basis of evaluation report from the concerned teacher/ teachers, under the supervision of the principal of the college and will be done at the end of each semester.

2. Distribution of **20 marks** of Internal Assessment is as under-

- **10 marks for Theory Assessment --**

- | | | |
|--|------|------------|
| i. Assignment /Project work | ---- | (05 marks) |
| ii. Group disc./ Seminar/ guest lectures | ---- | (05 marks) |

- **10 marks for Practical Assessment --**

- | | | |
|---|------|------------|
| i. Class Attendance | ---- | (05 marks) |
| ii. Participation in College activities | ---- | (05 marks) |



गुण विभाजन

विषय — भारतीय संगीत

क्रियात्मक परिक्षेच्या गुण विभाजनाचा तक्ता

| | गुण |
|--------------------------------------|-----------|
| 1) प्रात्याक्षिक वही | ०५ |
| 2) अलंकार | ०३ |
| 3) सरगम व लक्षणगीत | ०३ |
| 4) विलंबित ख्याल गायकीसह/मसीतखानी गत | १० |
| 5) छोटाख्याल/रजाखानी गत | ०८ |
| 6) धृपद, धमार, तराणा/धुन | ०४ |
| 7) तालज्ञान व रागज्ञान | ०४ |
| 8) सुगमसंगीत | ०३ |
| एकूण गुण | ४० |

| | | |
|---------------------------------|------------|------------------|
| Theory Paper | --- | 40 marks |
| Internal Assessment (Theory) | --- | 10 marks |
| Practical Exam | --- | 40 marks |
| Internal Assessment (Practical) | --- | 10 marks |
| Total | --- | 100 marks |

- Marking distribution will be same for each semester.
- The student has to pass theory, practical and internal assessment separately with minimum 40 percent.



Yeshwant Rural Education Society's

YeshwantMahavidyalaya, Wardha

NAAC Reaccredited Grade 'B'

B. A. Part III

Semester V

Practical Test

(Approximately half an Hour)

Marks - 40

- 1) The candidate will be required to study the following.
अलंकार तालांत बनविणे.
- 2) Sargam and Lakshan geet in each from of the following Ragas:
i) Chhayanat ii) Durga iii) Puriyadhanashri
iv) Darbari Kanada v) Miya Malhar
- 3) Vilambit khyal / masitkhani gat with detailed gayaki in **any two** of the prescribed Ragas. Drut khyal or raja khani gat with gayaki in all the prescribed Ragas.
- 4) One Dhrupad, Dhamar with Dugun, Tigun, Chaugun and one Tarana from prescribed Ragas.
- 5) Study of following Talas with dugun, tigun and chougun.
i) Jat Tal ii) Ada Chautal iii) Dhumali
- 6) Outline of semi classical songs.
Dadra, Thumri, Natyageet



| | | |
|-------------------------|------------------------|-------------------|
| B. A. Part III | | |
| Semester V | | |
| Time – Two hours | Theory Syllabus | Marks - 40 |

Unit I (Marks: 08)

- 1) Classification of Rag (रागवर्गीकरण)
 - i) That – rag vargikaran
 - ii) Dashavidhi rag vargikaran (By Pt. Sharang Dev)
- 2) General knowledge of the biographies and the contribution of the following Musicians:
 - i) Haddu-Hassu Khan
 - ii) Bal Gandharva
 - iii) Pt. Ravi Shankar

Unit II (Marks: 12)

- 1) Study of theoretical details of ragas prescribed for practical course (Chhayanat, Durga, Puriya dhanashri, Darbari Kanada, Miya malhar) and their comparative study.
- 2) Reading and writing of notation of songs (Bandish) / Gats prescribed in practical course.
- 3) Writing of Talas (Jat taal, Ada choutal, Dhumali) with Dugun, Tigun and Chougun.

Unit III (Marks: 08)

- 1) Analysis of the styles of the following Gharanas and their history:
 - i) Gwalior, Agra, Patiyala
 - ii) Development of Gayaki/Gatkari styles of instrumental music, History and development of the musical instrument offered (only for students of instrumental music)
- 2) Essay on any of the following topics:
 - i) Gurushishya Parampara and Institutional system of music teaching.
 - ii) Contribution of Saints in Music.

Unit IV (Marks: 12)

- 1) Samvad, Anuvad and Vivad and their relation with shruties.
- 2) श्रुती-स्वर व्यवस्था in Ancient, Medieval and Modern period, its comparative Study.
- 3) Harmony-melody, Present day Alap gayan, Gamak and its kinds, Taan and its kinds.



**B. A. Part III
Semester VI
Practical Test
(Approximately half an Hour) Marks - 40**

- 1) The candidate will be required to study the following.
अलंकार तालांत बनविणे.
- 2) Sargam and Lakshan Geet in each from of the following Ragas:
i) Shuddha kalyan ii) Jaijaiwanti iii) Miya ki todi
iv) Marva v) Bahar
- 3) Vilambit khyal / Masitkhani gat with detailed gayaki in **any two** of the prescribed Ragas. Drut khyal or Rajakhani gat with gayaki in all the prescribed Ragas.
- 4) One Dhrupad, one Dhamar with dugun, tigun and chaugun and a Tarana from prescribed Ragas.
- 5) Study of following Talas with dugun, tigun and chougun.
i) Addha Trital ii) Sawari (15 matra) iii) Panjabi
- 6) Outline of Outline of semi classical songs.
Dadra, Thumri, Natyageet.



| | | |
|-------------------------|---|-------------------|
| | B. A. Part III Semester VI Theory Syllabus | |
| Time – Two hours | | Marks - 40 |

Unit I (Marks: 08)

- 1) Classification of Rag (रागवर्गीकरण)
 - i) Rag-Ragini vargikaran
 - ii) Ragang-rag vargikaran
- 2) General knowledge of the biographies and the contribution of the following Musicians:
 - i) Hirabai Badodekar
 - ii) Vasantao Deshpande
 - iii) Ustad Faiyaz Khan

Unit II (Marks: 12)

- 1) Study of theoretical details of ragas and prescribed for practical course (Shuddha kalyan, Jaijaiwanti, Miya ki todi, Marva, Bahar) and their comparative study.
- 2) Reading and writing of notation of songs (Bandish / Gat) prescribed in the practical course.
- 3) Writing of Talas [Aaddha trital, Sawari (15 matra), Panjabi] with dugun, tigon, chougun and Aad laya (3/2).

Unit III (Marks: 08)

- 1) Analysis of the styles of the following Gharanas and their history.
Kirana, Jaipur, Seniya
- 2) Essay on any of the following topics:
 - i) Propagation of Music through audio-visual aids.
 - ii) Application of Music (advertisement, Films, Drama etc.)
 - iii) Role of Music in Multi-Media

Unit IV (Marks: 12)

- 1) Gramas, Murchana, Jatigayan
- 2) Ancient Nibaddha gaan: Prabandha, vastu, rupak. Anibaddha gaan: Rag Alap, roopakalap, aalapti.
- 3) Swasthan Niyam, mukhachalan, Akshiptika.



B) Semester Pattern Syllabus for Tabla Practical

B. A. – Part III

Semester V

Marks – 40

Note:-

1. Tabla Solo-playing along with Lehara (लहरा) independently at least for 30 minutes in all the Talas (as per Syllabus)
 2. Practice of tuning the Tabla.
 3. In addition to the course prescribed up to B.A. – Part I & Part II.
-

Tabla Practical

- 1) Thekas of the following Talas:-
Punjabi, Vishnu
- 2) Solo playing with 'Lehara' (लहरा) at least 30 minutes in each of the following talas: Zaptal, Ada Choutal, along Trital with the Vistar with various bols.
- 3) Advanced presentation of Peshkars, Quidas, Gats, Parans, Mukhadas, Tukdas, Relas and Bedam, Damdar and Chakradaar tihaees for (at least) 10 minutes.
- 4) Use of Dadra tala in Thumri (along with laggee playing, showing sam with tihai)
- 5) Oral rendering in all Talas and Bols prescribed in syllabus
- 6) Proficiency in accompaniment to vocal music and dance (Kathhak).
- 7) Good collection of various bols in different Talas (Tripallis, Choupallis, Farmishi, etc.)
- 8) Two Paran's and two chakardar Parans (चक्करदार परन) in Tal Choutal and Tevra
- 9) Proficiency in 'Tirkit', 'Dhirkit' and 'Dhirdhir' Playing and Drut Trital.



गुण विभाजन

विषय — तबला

क्रियात्मक परिक्षेच्या गुण विभाजनाचा तक्ता

| | गुण |
|--|-----------|
| 1) प्रात्याक्षिक वही | ०५ |
| 2) लहरी सोबत एकल तबलावादन | १० |
| 3) तालाचे ठेके व दुगुन इ. | ०५ |
| 4) पढंत आणि साधे कायदे | ०४ |
| 5) अप्रचलित तालवादन | ०४ |
| 6) लग्गीवादन सामग्री | ०४ |
| 7) तालज्ञान, वादनशैली व सामान्य प्रभाव | ०४ |
| 8) संगीताबरोबर साथसंगत | ०४ |
| एकूण गुण | ४० |

| | | |
|---------------------------------|-----|----------|
| Theory Paper | --- | 40 marks |
| Internal Assessment (Theory) | --- | 10 marks |
| Practical Exam | --- | 40 marks |
| Internal Assessment (Practical) | --- | 10 marks |

| | | |
|--------------|------------|------------------|
| Total | --- | 100 marks |
|--------------|------------|------------------|

- Marking distribution will be same for each semester.
- The student has to pass theory, practical and internal assessment separately with minimum 40 percent.



Semester Pattern Syllabus for Tabla Theory

B. A. – Part III

Semester V

Time – Two hours

Marks - 40

Unit I (08 Marks)

1. Critical study of all the Gharanas of Tabla: Delhi, Banaras and Punjab with their 'Baaj', and its appropriate examples
2. Essays on the following topics:
 - a. Peculiarities of accompaniment with Vocal, Instrumental music and dance
 - b. Importance of रियाज़ and हस्त साधन

Unit II (15 Marks)

1. Definition and knowledge of application of the following terms: Theka-Prastar (ठेका—प्रस्तार), Mishra and Sankeerna jati, Ku-aad, Be-aad, Gat-Paran (गत—परन), Navahakka (नौहक्का) Tripalli, Choupali (त्रिपल्ली, चौपल्ली)
2. Study of North Indian Tal system and Notation system
3. Theoretical details of all practical portions of the syllabus.

Unit III (08 Marks)

1. Short life sketches of eminent Tabla Maestros:
 - १) उ. कुदऊ सिंह २) पं. अनोखे लाल ३) पं. कण्ठे महाराज ४) उस्ताद झाकीर हुसैन.
2. Knowledge of different Layakaries viz:- Ku-Aad (कुआड), Biaad (बिआड) Different Tal (Rhythm) Instruments and their co-relation.

Unit IV (12 marks)

1. Comparative study of Khula and Bandh Baj (खुला व बंद बाज)
2. Writing notation of all talas prescribed for third year Practical course along with different Qaida, Relas, Peshkar, Paran, Tukdas, Mukhdas and different Layakaries
3. Comparative study of tabla solo v/s accompaniment



Semester Pattern Syllabus for Tabla Practical

B. A. – Part III

Semester VI

Marks - 40

Note:-

1. Tabla Solo-playing along with Lehara (लहरा) independently at least for 30 minutes in all the Talas (as per Syllabus)
 2. Practice of tuning the Tabla.
 3. In addition to the course prescribed up to B.A. – Part I & Part II.
-

Tabla Practical

- 1) Thekas of the following Talas:-
Brahma tal, Gaja Zampa
- 2) Solo playing with 'Lehara' (लहरा) at least 30 minutes in each of the following talas: Ektal, Pancham Sawari and Rudra tal Talong with Trital with Vistar with various bols.
- 3) Advanced presentation of Peshkars, Quidas, Gats, Parans, Mukhadas, Tukdas, Relas and Bedam, Damdar and Chakradaar tihaees for (at least) 10 minutes.
- 4) Use of Keharava tala in Thumri (along with laggee playing, showing sam with tihai)
- 5) Oral rendering in all Talas and Bols prescribed in syllabus
- 6) Proficiency in accompaniment to instrumental and light music.
- 7) Good collection of various bols in different Talas (Tripallis, Choupallis, Farmishi, etc.)
- 8) Two Paran's and two chakardar Parans (चक्करदार परन) in Tal Dhamar, and Sool tal.
- 9) Proficiency in 'Tirkit', 'Dhirkit' and 'Dhirdhir' Playing and Drut Trital.
- 10) Thorough knowledge of the methods of playing (Baaj) and Two Gharanas of choice.



Semester Pattern Syllabus for Tabla Theory

B. A. – Part III

Semester VI

Time – Two hours

Marks - 40

Unit I (08 Marks)

1. Critical study of all the Gharanas of Tabla: Lakhnow, Farrukhabad and Ajarada with their 'Baaj', and its appropriate examples
2. Essays on the following topics:
 - a. Preparation for the solo performance
 - b. Importance of Tabla - in the Indian Rhythm Instruments

Unit II (12 Marks)

1. Definition and knowledge of application of the following terms:
Farmaishi and Kamali (फरमाईशी व कमाली) Ten-Pranas of Tal (तालाचे दशप्राण),
Aamad (आमद), Rao (रौ), Ladi (लडी).
2. Comparative study South Indian Tal system and Notation system
3. Theoretical details of all practical portions of the syllabus.

Unit III (08 Marks)

1. Short life sketches of eminent Tabla Maestros:
१) उ. करामतुल्ला खाँ, २) उ. मुनीर खाँ ३) उ. अमीर हुसैन खाँ ४) पं. चतुरलाल
2. Knowledge of different Layakaries viz:- Ku-Aad(कुआड), Biaad (बिआड) Different Tal (Rhythm) Instruments and their co-relation.

Unit IV (12 marks)

1. Comparative study of tabla solo v/s accompaniment.
2. Writing notation of all talas prescribed for third year Practical course along with different Quida, Relas, Peshkar, Paran, Tukdas, Mukhdas and different Layakaries



Books Recommended –

1. पंडित वि.ना.भातखंडे : हिंदुस्थानी क्रमिक पुस्तक मालिका भाग २ ते ४
2. व्ही.एन.पटवर्धन : राग विज्ञान भाग १ ते ५
3. पंडित वि.ना.भातखंडे : (विष्णु शर्मा)हिंदुस्थानी संगीत पद्धती भाग २ ते ४
4. पं. रामाश्रय झा : अभिनव गीतांजली भाग १ ते ५ (संगीत सदन प्रकाशन, इलाहाबाद)
5. शांती श्रीखंडे : संगीत शास्त्र भाग १ व २
6. महेश नारायण सक्सेना : संगीत शास्त्र भाग १ व २
7. Pandit Bhatkhande: A short historical survey of Northern Indian Music.
8. Pandit Bhatkhande : A comparative study of Indian Music of 16th, 17th, 18th Century
9. Sangit Karyalaya: Hatharas – Sangit Visharad
10. Bandhopadhyaya: Sitar Marga Parts I, II, III
11. गोडबोले : तबला शास्त्र
12. गोडबोले : ताल दीपिका
13. किरपेकर : ताल वैभव
14. तालअंक : संगीत कार्यालय हाथरस
15. सत्यनारायण वशिष्ठ: कायदा और पेशकार
16. सत्यनारायण वशिष्ठ : ताल मार्तंड
17. डॉ. जी. एच. तारळेकर: भारतीय वाद्यांचा इतिहास
18. कै. चैतन्य देसाई : संगीत विषयक संस्कृत ग्रंथ (म.वि.ग्रं.नि.मं)
19. डॉ.एस.एस.परांजपे : भारतीय संगीताचा इतिहास
20. डॉ.नारायण मंगरूळकर : संगीत शास्त्र विजयिनी
21. डॉ.नारायण मंगरूळकर : संगीतातील घराणी आणि चारित्र्ये
22. प्रो. बी. आर. देवधर: थोर संगीतकार



23. लक्ष्मी नारायण गर्ग : हमारे संगीत रत्न
24. अशोक रानडे : लोक संगीताचे शास्त्र
25. लोक संगीत अंक : संगीत हाथरस
26. डॉ. अनिता सेन : रविंद्र संगीत
27. वायलीन: श्री. ना. वि. पंडित (म.वि.ग्रं.नि.मं)
28. डॉ. आबान मिस्त्री : तबला एवं पखवाज के घराने एवं परम्पराएँ
29. हार्मोनियम : अ. वि. बेडेकर (म.वि.ग्रं.नि.मं)
30. तबला : अरविंद मुळगांवकर (म.वि.ग्रं.नि.मं)
31. लोक संगीत अंक केशवचंद्र वर्मा, प्रदीपन प्रकाशन ६५ए टेंगोर ए इलाहाबाद
32. ताल प्रभाकर प्रश्नोत्तरी: श्री. गिरीशचंद्र श्रीवास्तव
33. ताल परिचय भाग १, २, ३ : श्री. गिरीशचंद्र श्रीवास्तव
34. पं. रामाश्रय झा — अभिनव गीतांजली भाग १ ते ५, संगीत सदन प्रकाशन इलाहाबाद



Yeshwant Rural Education Society's

YeshwantMahavidyalaya, Wardha





NAAC Reaccredited Grade 'B'

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR

SYLLABUS FOR
B. A. (CBCS) PSYCHOLOGY FIRST YEAR

TO BE IMPLEMENTED FROM
THE SESSION 2022-23


(Dr. Deepa Bhalchandra)

 (H.B. Yawarikar)  (Dr. Hina Khan)  (Dr. J.N. Ghatge) 



B.A. PSYCHOLOGY SEMESTER 1

COURSE TITLE: FUNDAMENTALS OF PSYCHOLOGY-I

(COURSE TYPE- CORE COURSE CODE-BAPSY01)

COURSE OUTCOMES:

After the completion of this course, students will be able to demonstrate the following competencies:

- Remember the Purpose, Method and Importance of studying Human Psychology.
- Understand Biological Determinants of Human Behavior
- Understand the Basic Psychological Processes and their applications in day to day life.
- Develop the ability to evaluate how an individual person perceives, thinks, takes decisions, solves problems, learns new things and memorizes the world around them.

Theory Course - Credit 2.40 (3 Classes per Week)

UNIT 1- Introduction to Psychology

Contact Classes- 10

- Definition, Goals and Fields of Psychology
- Approaches of Psychology- Behaviorism, Cognitive, Biological, Psychoanalytic, Humanistic
- Methods of Psychology- Observation, Questionnaire, Interview, Case Study, Experimental

UNIT 2- Biological Basis of Human Behavior

Contact Classes- 10

- Introduction to Neuron, It's Function
- Nervous System- Central & Peripheral
- Endocrine Glands

UNIT 3- Cognitive Processes-I

Contact Classes- 08

- Thinking (Process, Types, Concept of Creative Thinking) and Attention (Meaning, Types, Selective & Habitual Attention, Division of Attention)
- Sensation (Process, Introduction to Five Senses) and Perception (Figure & Background, Laws of Perceptual Organization, Concept of Illusion and Hallucination)
- Problem Solving (Process, Barriers) and Decision Making (Process, Barriers)

UNIT 4- Cognitive Processes- II

Contact Classes- 08

- Learning - Meaning, Types, Thorndike's Laws of Learning, Methods (Conditioning, Observational, Insight, Latent)

Hina
Dr. Hina Khan

Dr. Deepa Borkhade
Dr. Deepa Borkhade

Dr. J. M. Golekar
Dr. J. M. Golekar

Dr. P. B. Borse
Dr. P. B. Borse

(H.B. Borkhade)
(H.B. Borkhade)



- **Memory** - Meaning, Process- Encoding-Storage-Retrieval, Stages- Sensory-Short Term- Long Term (Types of Long-Term Memory (Implicit (Non-Declarative): Procedural, Explicit (Declarative): Episodic, Semantic)
- **Forgetting**- Meaning, Causes

Psychology Practical (Course Code – PSYP1)

Credit 0.80 (2 Classes per Week) (Batch Size- 16 Students)

Any FOUR:

Contact Classes- 20

1. Substitution Learning
2. Habit Interference
3. Knowledge of Results
4. Maze Learning
5. Recall and Recognition
6. Memory Span
7. Span of Attention /Division of Attention
8. Muller-Lyer Illusion
9. Effect of Mental Set on perception
10. Test/Experiment on Problem Solving

Books for Reading:

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
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. Nimbalkar, K. P. (2016): Psychology Experiments and Tests (in Marathi), Psychoscan, Wardha.
10. Pandit, Kulkarni and Gore (1999), Samanya Manasashastra, Pimpalapur Pub. Nagpur

(Signature)

(Signature)

(Signature)
(H.B. Yawalkar)



11. Passer, M. W. & Smith, R. E. (2007): Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill
12. Rathus, S. A. (1986): Essentials of Psychology. CBS College Publishing, Holt, Rinehart and Winston, New York.
13. Misra, G., Cornelissen, M., Verma, S. (2010), Foundations of Indian Psychology, Volume 1: Theories and Concepts, Pearson Education
14. Ciccarelli S. K. (2008), Manasshastra : Dakshin Asia Avritti (In Marathi), Pearson Education
15. Baron, R. & Bhardwaj, G. (2014) Manowigyan (Hindi Anuwad- 'Psychology' by R. Baron), Pearson Education India
16. Singh, A. K. & Singh, A.K. (2017), Vyaktitwa Ka Manowigyan, Motilal Banarsidass Publishers
17. Singh, A. K. (2017), Adhunik Samanya Manowigyan, Motilal Banarsidass Publishers
18. Singh, A. K. (2015), Uchchar Samanya Manowigyan, Motilal Banarsidass Publishers
19. Mishra, B. K. (2010), Manaw Vyawhar Ka Adhyayn, Prentice Hall of India
20. Verma, P. & Shrivastawa, D. N. (1996), Adhunik Prayogatmak Manowigyan, Vinod Pustak Mandir
21. Tripathi, L. B. & Others (1997), Adhunik Prayogik Manowigyan, Harprasad Bhargav, Agra
22. Deshpande, C. (2018), Manavi Vartan: Manasshastriya Jaan va Samupdeshan, Unmesh Prakashan

SCHEME OF EXAMINATION

-Theory Paper- Max. Marks- 40

-Time- 2:00 Hours

- Pattern of Questions:

| | |
|---|---------|
| 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 |

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Distribution of Marks for Practical Examination: (Max. Marks.- 40)

| | |
|---|----------|
| Conduct of Experiment/Test (External Examiner) | 10 Marks |
| Report of Experiment/Test (Internal Examiner) | 10 Marks |
| Viva-Voce (Conduct & Theoretical) (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 (Indian Psychology) | |
| | 1.2 | Assignment/Presentation (1. Ways to improve physical and mental fitness OR 2. Creativity OR 3. Mnemonics) | |
| | 1.3 | Role Play/Case Study/GD (Problem Solving or Decision Making) | |
| | 1.4 | 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 (Any 1) | | 3 Marks |
| | 1.1 | Presentation (In Group of 4) on any given topic | |
| | 1.2 | Assignment- Psychological Experiments/Instruments/Tests | |
| 2 | Conduct at Practical Lab | | 3 Marks |
| | Laboratory Participation | | 2 Marks |
| 3 | Attendance | | 2 Marks |

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A. Khande
H. B. Yawalkar
Gul
Shakti



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

Skill Development Program - Credit 0.80 (1 Class per Week)

Life-Span Development –

Contact Hours: 12

- Human Development: Concept of Growth and Development,
- Principles of Development
- Biological-Social-Cultural Factors affecting Human Development
- Physical-Emotional-Cognitive-Social Development at different stages (From Birth to Death: Early Childhood, Middle Childhood, Late Childhood, Adolescence, Adulthood, Middle Adulthood, Late Adulthood)
- Issues (due to Developmental Delay, Dysfunctional Family, Lifestyle, Technical Advancement, Natural-Social-Health Calamities)and adjustment at different stages

Books for Reading-

1. Santrock, J. W., (2021), Children, McGraw Hill
2. Santrock, J. W., (2021), Lifespan Development, McGraw Hill
3. Bhandra, S., Deb, S., Sahay, S., (2019), Childhood to Adolescence | Issues and Concerns, Pearson Education
4. Babu, N., Feldman, R. (2019), Child Development, Pearson Education
5. Hurlock, E. (2017), Personality Development, Indian Edition, McGraw Hill Education
6. Hurlock, E. (2017), Child Development, Indian Edition, McGraw Hill Education, 6th Ed.

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H. B. Yawolikar



B.A. PSYCHOLOGY SEMESTER 2

COURSE TITLE: FUNDAMENTALS OF PSYCHOLOGY- II

(COURSE TYPE- CORE COURSE CODE-BAPSY02)

COURSE OUTCOMES:

After the completion of this course, students will be able to demonstrate the following competencies:

- Develop an understanding about Basic Human Motives and Emotions.
- Remember the processes of development of Human Intelligence and Personality
- Understand scope of Psychology in various aspects of personal, professional, social life of an individual
- Understand scope for Research, Statistics and Testing in Psychology

Theory Course - Credit 2.40 (3 Classes per Week)

UNIT 1 – Psychological Processes- I

Contact Classes- 08

- Motivation-Definition, Concept of homeostasis, Types of motives: Physiological, Psychological, Social, Maslow's theory of Hierarchy of Motives
- Emotion- Definition, Types (Wheel of Emotions), and Correlates: Internal and external, Concept of Emotional Intelligence

UNIT 2- Psychological Processes- II

Contact Classes- 12

- Intelligence -Definition, I. Q.: C. A., M. A., Distribution of IQ in population. Theories of Intelligence- Gardner's theory, Guilford's SQI model.
- Personality- Definition, Concept, Determinants of Personality, Different Perspectives and Theories of Personality-Psychoanalytic: Freud, Psycho-Social: Erikson, Humanistic: Rogers.

UNIT 3- Applications of Psychology

Contact Classes- 08

- Psychology for Education & Career (School & Educational Psychology, Career Counseling)
- Psychology at Workplace (Organizational & Industrial Psychology, OD, OB, HRM Work- Stress and Health Issues, Work-Life Balance)
- Psychology for Families (Child Psychology, Developmental Psychology, Psychology for Parenting, Premarital Counseling, Family Counseling, Counseling to Addicts, Geriatric Psychology)

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(H. S. Yashwantrao)



- Psychology for Human Health & Well-Being (Clinical & Counseling Psychology, Biopsychology, Psychopathology, Medico-Psychology)
- Psychology for Community (Social Psychology, Psychology and Law, Forensic Psychology, Psychology and Technology, Digital Addiction, Psychology for crisis and rehabilitation)

UNIT 4 – Research, Statistics and Testing in Psychology Contact Classes- 08

- Introduction to Psychological Research, It's scope and contribution
- Use of Statistics in Psychology, It's scope and contribution
- Testing in Psychology-
 - History of Psychological Testing
 - Development of Psychological Tools
 - Types of Psychological Tests (Verbal, Non-Verbal, Psychometric, Projective, Computer Based)
 - Introduction to various Intelligence Tests, Personality Tests, Aptitude Tests

Psychology Practical (Course Code – PSYP02)

Credit 0.80 (2 Classes per Week)(Batch Size- 16 Students)

Any FOUR:

Contact Classes- 20

- 1) Level of Aspiration
- 2) Achievement Motivation Test
- 3) Test on EI/EQ/Emotional Maturity
- 4) Experiment on Emotion
- 5) Personality Test
- 6) Verbal Intelligence Test
- 7) Non Verbal Intelligence Tests
- 8) Test on Mental Health/Well-Being
- 9) Test on Family Environment/Parent-Child Relationship
- 10) Test on Parenting Style/Parent-Child Communication

Books for Reading:

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.

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(H. B. Yawalkar)



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
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. Nimbalkar, K. P. (2016): Psychology Experiments and Tests (in Marathi), Psychoscan, Wardha.
10. Pandit, Kulkarni and Gore (1999), Samanya Manasashastra, Pimpalpure Pub. Nagpur
11. Ciccarelli S. K. (2008), Manasshastra : Dakshin Asia Avritti (in Marathi), Pearson Education
12. Anastasi, A. (2016) Psychological Testing 7/e (Adaptation), Pearson Education India
13. Singh, A. K. (2019), Tests, Measurements And Research In Behavioral Sciences, Bharti Bhawan
14. Suleman, M. (2013), Manovigyan Main Prayog Evam Parikshan, Publisher Motilal Banarsidass
15. Srivastava, D. N., Verma, P. (2020), Adhunik Prayogatmak Manovigyan Evam Parikshan, Shri Vinod Pustak Mandir
16. Raut, V. (2021), Kamgaranche Mansik Arogya, Maitri Publication

E-RESOURCES-

1. Psychology Applied to Modern life-Adjustment in The 21st Century
<https://old.amu.ac.in/e-mp/studym/99999792.pdf>
2. 21st Century Psychology: A Reference Handbook
http://www.yanchukyladimir.com/docs/Library/21st%20Century%20Psychology%20-%20A%20Reference%20Handbook%20Vol.%201-2_2008.pdf
3. Work in 21st Century: An Introduction To Industrial and Organizational Psychology
[https://ftp.idu.ac.id/wp-content/uploads/ebook/ip/BUKU%20MANAJEMEN%20ORGANISASI/An%20Introduction%20to%20Industrial%20and%20Organizational%20Psychology,%204th%20Edition%20\(%20PDFDrive%20\).pdf](https://ftp.idu.ac.id/wp-content/uploads/ebook/ip/BUKU%20MANAJEMEN%20ORGANISASI/An%20Introduction%20to%20Industrial%20and%20Organizational%20Psychology,%204th%20Edition%20(%20PDFDrive%20).pdf)

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SCHEME OF EXAMINATION

- Theory Paper- Max. Marks- 40

- Time- 2:00 Hours

- Pattern of Questions:

| | |
|---|---------|
| 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 Mark |

Distribution of Marks for Practical Examination: (Max. Marks- 40)

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INTERNAL ASSESSMENT (20 Marks)

DISTRIBUTION OF THEORY INTERNAL ASSESSMENT - (Max. Marks- 10):

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| | 1.1 | Reading (Psychological Testing) | |
| | 1.2 | Assignment/Presentation (1. Psychology in everyday life OR 2. Handling Emotions OR 3. Personality/Intellectual Development) | |
| | 1.3 | Role Play/Case Study/GD (1. Psychology for Human Health & Well-Being OR 2. Psychology at Workplace) | |
| | 1.4 | Participative/Chart Making Activity on any given topic | |
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DISTRIBUTION OF INTERNAL ASSESSMENT (Max. Marks- 10):

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| | 1.2 | Assignment- Psychological Experiments/Instruments/Tests | |
| 2 | Conduct at Practical Lab | | 3 Marks |
| | Laboratory Participation | | 2 Marks |
| 3 | Attendance | | 2 Marks |

Skill Development Program - Credit 0.80 (1 Class per Week)

Soft Skills & Professional Skills-

Contact Hours: 12

1. Introduction to Life Skills (Jeevan Kaushal) by UGC

2. Soft-Skills-

- Communication
- Leadership
- Empathy
- Stress & Emotional Management

3. Professional Skills –

- Team Work
- Time Management
- Presentation & Interview Skills

Books for Reading:

1. Rao, K. R. & Dinkar, P. (2016), Life Skills Education, Neelkama
2. Sharma, S. & Chuhan, G. S. (2015), Soft Skills: An Integrated Approach to Maximize Personality, Wiley Publication
3. Mitra, B. (2016), PERSONALITY DEVELOPMENT AND SOFT SKILLS, Oxford University Press
4. Sharma, p. (2021), Soft Skills 3rd Edition: Personality Development for Life Success, BPB publication

