

Pragati Mahila kala Mahavidyalaya Bhandara

Department of Political Science

Program B.A. Political Science

Statement of Program Specific OutcomesPSOs

PROGRAMME OUTCOMES – B.A.

1. Integrate student's learning across all facets of their lives.
2. Analyse critically and imaginatively. Develop skills of critical analyses and interpretation.
3. Communicate effectively
4. Understand the ethical implications of ideas, communications and actions
5. Appear in competitive examinations.

PROGRAMME SPECIFIC

1. The focus of the B. A. in Political science is to provide a understanding of political institution, political processes, political behaviour, public policy, comparative politics, International relations and political theory and political thought.
2. Political science is the study of politics and power from domestic, international, and comparative perspectives. It entails understanding political ideas, ideologies, institutions, policies, processes, and behavior, as well as groups, classes, government, diplomacy, law, strategy, and war.
3. A background in political science is valuable for citizenship and political action, as well as for future careers in government, law, business, media, or public service.
4. Understand background of our historic past, religion, customs, institutions, administration and so on.
5. Understand Social, Political, Religious and Economic conditions of the people.
6. Analyse relationship between the past and the present times and bringing its contemporary relevance.
7. Emphasis on developing critical thinking in Political Science, discussion and interpretation among students.
8. Prepare students for various competitive examinations.



**B.A.FIRST YEAR:
SEMESTER - I
PAPER-I POLITICAL THEORY**

COURSE Outcomes:-

1. To introduce the students to the fundamental concepts of Political Science.
2. To study the meaning and nature of State.
3. To contemplate the relationship of the concept of Power with Authority, Liberty with Equality and Rights with Justice
4. Understand the meaning of theory and difference between theory and science
5. Discuss the major theories and concepts of Political science and its Subfields.
6. Analyzing what is Politics and explaining the approaches to the Study of Political Science Normative, Behavioral, Post Behavioral
7. Assessing the theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal, and Neo-Liberal Theories
8. Understanding basic concepts of power and authority
9. Understanding basic concepts of Equality, Rights, Law, and Justice

COURSE CONTENT:

UNIT - I: POLITICAL THEORY AND STATE

- (1) POLITICAL THEORY: Meaning, Nature (Normative and Empirical), Scope and Significance
- (2) STATE: Meaning, Basic Elements, Approaches (Liberal and Marxist)

UNIT- II: POWER AND AUTHORITY

- (3) POWER: Meaning, Nature, Significance and Types
- (4) AUTHORITY: Meaning, Nature, Significance and Types.

UNIT- III: LIBERTY AND EQUALITY

- (5) LIBERTY: Meaning, Nature, Significance and Types.
- (6) EQUALITY: Meaning, Nature and Significance and Types.

UNIT- IV: RIGHTS AND JUSTICE

- (7) RIGHTS: Meaning, Nature, Types, Theory of Natural Rights, Legal Theories of Rights.
- (8) JUSTICE: Meaning, Nature, Types, Distributive Justice, Feminist Perspective.



B. A. I Semester – II Paper – II Western Political Thought

Course Outcomes:-

1. To introduce the students to a branch of Political Science i. e. Political Thought.
2. To make students aware about ideas of Political Thinkers on varied concepts of Political Science.
3. To develop critical thinking in students by evaluating the relevance of those ideas in the present times.
4. Explain the central concepts in modern Western Political Thoughts.
5. Providing an insight into the dominant features of Ancient Western Political Thought
6. Describing the Marxist Approach to Politics.

COURSE CONTENT:

Unit – I Plato

1. Ideal State
2. Philosopher King
3. Theory of Justice
4. Theory of Communism

Unit – II Aristotle

1. Theory of State
2. Classification of state
3. Thoughts on revolution
4. Slavery

Unit – III J. S. Mill

1. Concept of Liberty
2. Concept of Democracy
3. Property
4. Government

Unit – IV

Karl Marx

1. Dialectical Materialism
2. Class War
3. Thoughts on State
4. Theory of surplus value



B.A. SECOND YEAR: SEMESTER - III
PAPER-III INDIAN GOVERNMENT AND POLITICS

Course Outcomes:-

1. To introduce the students to the nature, objectives and features of Indian Constitution.
2. To create awareness among students regarding Fundamental Rights and Directive Principles mentioned in the Indian Constitution.
3. To understand the powers and functions of central Legislature, Executive and Judiciary in India.
4. To make students aware about the major issues posing challenge to Indian Politics.
5. Outlining the basic values and philosophy of the Indian Constitution as expressed in the Preamble.
6. Assessing Judicial Activism in India with reference to Supreme Court

COURSE CONTENT:

UNIT - I: INDIAN CONSTITUTION

- (1) Preamble: Nature, Objectives of Constitution of India.
- (2) Features of Indian Constitution.

UNIT- II: FUNDAMENTAL RIGHTS, DIRECTIVE PRINCIPLES OF STATE POLICY

- (3) Fundamental Rights: Meaning, Kinds, Restrictions.
- (4) Directive Principles of State Policy: Nature and Significance.

UNIT- III: PRESIDENT, PARLIAMENT AND PRIME MINISTER

- (5) President: Powers and Functions.
- (6) Parliament: Composition, Powers and Functions.
- (7) Prime Minister: Powers and Functions.

UNIT- IV: SUPREME COURT AND MAJOR ISSUES IN INDIAN POLITICS

- (8) Supreme Court: Composition, Powers and Jurisdiction (Original, Appellate, Advisory and Judicial Review).
- (10) Major Issues in Indian Politics: Caste, Religion, Terrorism.



B.A. SECOND YEAR: SEMESTER - IV
PAPER-IV STATE GOVERNMENT AND POLITICS

Course Outcomes:-

1. To understand the intricacies of Center-State relations in India.
2. To comprehend the functions and working of State Legislature, Executive and Judiciary.
3. To make the students aware about the functions and working of Local Self Government.
4. Demonstrate knowledge of the constitutional structure of state level
5. Explaining the Processes and Procedures State Legislatures.
6. Examining Indian Federalism through Centre-state Relations.
7. Studying the composition power and function of the high court in India.
8. To study the impact of women's reservation on Panchayat Raj.
9. To understand the nature and significance of Right to Information in India

COURSE CONTENT:

UNIT - I: CENTRE-STATE RELATIONS AND GOVERNOR

- (1) Centre-State Relations: Legislative, Administrative and Financial.
- (2) Governor: Powers and Functions and Role.

UNIT- II: STATE LEGISLATURE

- (3) Legislative Assembly: Composition, Powers and Functions.
- (4) Legislative Council: Composition, Powers and Functions.

UNIT- III: CHIEF MINISTER AND HIGH COURT

- (5) Chief Minister: Powers and Functions and Role.
- (6) High Court: Composition, Powers and Functions.

UNIT- IV: PANCHAYAT RAJ AND RIGHT TO INFORMATION

- (7) 73rd and 74th Constitutional Amendment, Women Reservation and Panchayat Raj
- (8) Right to Information: Nature, Importance and Role.



B.A.III YEAR: SEMESTER-V

**PAPER-V COMPARATIVE GOVERNMENT AND POLITICS
(GOVERNMENT & POLITICS OF U.K. and U.S.A.)**

Course Outcomes:-

1. Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government.
2. Investigating the nature and scope of Comparative Politics.
3. Analysing the approaches and models of comparison: systems analysis; structural functionalism; and institutional approach.
4. Critically analyzing the features of a liberal democratic and socialist political system with a focus on the UK, USA
5. To introduce the students with Comparative Politics with its approaches to study.
6. To make students aware of two different models of Democracy i.e. Parliamentary and Presidential form
7. Teaching students features of constitution of U.K. and U.S.A. with its political culture.
8. Making comparison between composition and functioning of Executive, Legislation, and Judiciary.
9. Comparing Political Parties, Pressure Groups their nature, functioning and influence on Parliamentary and Presidential Democracy.
10. Knowing students opinion on the best Democratic System.

COURSE CONTENT :

Unit I :- Comparative Politics & Constitutions

A) Comparative Politics :- Meaning, Nature, Approaches (Legal/institutional & Behavioural) and Significance.

B) Features of Constitution : - Salient features of U.K., U.S.A. constitution

Unit II :- Political Culture & Executive

A) Political Culture :- Meaning, Nature, Types and significance in U.K. & U.S.A.

B) Executive : - Composition, Power & functions of the executive in U.K. & USA

Unit III :- Political Parties & Legislature

A) Political Parties :- Nature, function and role of political parties in U.K. & U.S.A.

B) Legislative : - Composition, power and function of the legislature in U.K. & USA

Unit IV :- Pressure Group & Judiciary

A) Pressure Group :- Meaning, Nature, Types, Techniques & role adopted by pressure group in U.K. & U.S.A.

B) Judiciary : - Nature, Power and function of Judiciary in U.K. & U.S.A.



B.A.III YEAR: SEMESTER-VI
PAPER-VI INTERNATIONAL RELATIONS

Course Outcomes:-

1. Explaining the scope and subject matter of International Relations as an autonomous academic discipline.
2. Approaches and methods to study the discipline through Political realism, Pluralism, and Worlds system's Model
3. Explaining balance of power and collective security
4. Examining the issues of Underdevelopment, Terrorism, Regionalism, and Integration that characterizes the Post second world war order and Evaluating Peace keeping Function and Human Rights.
5. Departing students knowledge of International Relations as independent branch of Political Science.
6. Knowing students nature scope, significance and its theories.
7. Giving knowledge regarding basic concepts of International Relations i.e. National Power, Foreign Policy with its nature elements, objectives and determinants etc.
8. Making students aware of world and surrounding with the concept of Balance of Power and Collective Security with their nature, basic principles, types and techniques.
9. Discussing with students the burning issues and its intensity especially like Global Terrorism and Human Rights with their nature, causes and consequences.

COURSE CONTENT :

UNIT-I

A- International Relations:-Meaning, Nature, Scope and significance.

B- Theories of International Relations:- i) Realist Theory and ii) Game theory.

UNIT-II

A- National Power:-Meaning, Nature and Elements.

B- Foreign Policy:-Meaning, Objectives and Determinants.

UNIT-III

B- Balance of Power:-Meaning, Types and Techniques.

C- Collective Security:-Meaning, Nature and Basic Principles.

UNIT-IV

A- Global Terrorism:-Meaning, Causes and Techniques.

B- Human Rights:-Meaning, Nature and Importance.



Pragati Mahila Kala Mahavidyalaya Bhandara
Department of History
Program B.A. HISTORY
Statement of Program Specific OutcomesPSOs

PROGRAMME OUTCOMES – B.A.

1. Integrate student's learning across all facets of their lives.
2. Analyse critically and imaginatively. Develop skills of critical analyses and interpretation.
3. Communicate effectively
4. Understand the ethical implications of ideas, communications and actions
5. Appear in competitive examinations.

PROGRAMME SPECIFIC

1. Understand background of our historic past, religion, customs, institutions, administration and so on.
2. Understand Social, Political, Religious and Economic conditions of the people.
3. Understand the history of world with comparative approach.
4. Analyse relationship between the past and the present times and bringing its contemporary relevance.
5. Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
6. Prepare students for various competitive examinations.



B.A. First Year Semester I Paper 1T1 Outcomes:-
History of India from Earliest Times to 1525

Outcomes:-

1. Study the ancient Indian civilization such as Harappa and Vedic and understand social, political and religious changes during the period.
2. Develop the ability to understand the origin and tenets of Jainism and Buddhism.
3. Acquire knowledge about ancient Indian dynasties – Maurya, Gupta and Vakataka.
4. Introduction to prominent Sultanate dynasties and their administrative systems in medieval India.
5. Acquire knowledge on religious, culture and art history in medieval India

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 , Samudragupta, Chandragupta Vikramaditya
- c. Invasions of India – Mohammad -bin-Kasim, Mohammad Ghazni, Mohammad Ghori

Unit – 3

- a. Iltutmish - Founder of Slave Dynasty, Balban - Blood and Iron Policy
- b. Alauddin Khilji – Market Control Policy, His conquests
- c. Mohammad - bin – Tuglaq - His Experiments , Firoz Tuglaq - Administration

Unit - 4

- a. Bhakti Movement- Ramanand, Kabir
- b. Sufi Cult- Tenets, Moinuddin Chisti
- c. Architecture



B.A. First Year Semester II
Paper 2T1 History of India from 1526 to 1761

Outcomes:-

1. To understand rise and establishment of Mughal dynasty in India.
2. Know about the war of succession or Shahjahan and understand the Deccan Policy of Aurangzeb.
3. Introduction to history of Marathas; understand significance of coronation and administrative system of Chhatrapati Shivaji.
4. Analyse the Maratha War of Independence and study third battle of Panipat in Peshwa period.
5. Understanding foundation of East India Company's rule 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 – Relations with Bijapur, Golconda, Marathas
- c. Art and Architecture

Unit – 3

- a. Shivaji – Relations with Deccan Powers and the Mughals
- b. Shivaji's Coronation, Karnataka Expeditions, 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. Advent of European Trading Companies



B.A. Second Year Semester III
Paper 3T1 History of India : 1764 to 1885

Outcomes:-

1. Understand the rise of British Power in India and analyse their agrarian poicy and land revenue system.
2. Analyse policies of Governor-Generals in India under East India Company's rule.
3. Study socio-religious movements of modern India.
4. Understand the administrative reforms introduced by Viceroy's during establishment of British rule in India.
5. Analyse the causes of rise of Indian nationalism and emergence of local organizations.



Paper 3T1 History of India : 1764 to 1885

Unit: 1

- a. Battle of Buxar – Treaty of Allahabad
- b. Dual Government of Lord Clive
- c. Permanent Settlement of Lord Cornwallis

Unit : 2

- a. Subsidiary Alliance of Lord Wellesley
- b. Internal Reforms of Lord William Bentinck
- c. Doctrine of Lapse of Lord Dalhousie

Unit: 3

- a. Revolt of 1857 – Causes, Effects
- b. Brahmo Samaj, Prarthna Samaj, Arya Samaj
- c. Satya Shodhak Samaj ,Depressed Class Movement

Unit: 4

- a. Lord Lytton's Administration
- b. Lord Ripon's Internal Reforms
- c. Rise of Indian Nationalism, Establishment of Indian National Congress



B.A. Second Year Semester IV
Paper 4T1 History of India : 1885 – 1947

Outcomes:-

1. Understand the origin and establishment Indian National Congress.
Understand the nature of moderates and extremists ideology.
2. Understand the phases of Indian National Movement and its impact under the leadership of Mahatma Gandhi.
3. Study various missions proposed by British government.
4. Examine role of Subhash Chandra Bose and his formed INA in struggle of Indian Independence.
5. Evaluate Mountbatten plan and Indian Independence Act of 1947



Paper 4T1 History of India : 1885 – 1947

Unit : 1

- a. Nature of Moderate Politics – 1885-1900
- b. Rise and Growth of Extremism -1900-1907
- c. Home Rule Movement

Unit: 2

- a. Non Co-operation Movement
- b. Civil Disobedience Movement
- c. Quit India Movement

Unit : 3

- a. Rise and Growth of Communalism
- b. Cripps Mission
- c. Cabinet Mission Plan

Unit : 4

- a. Subhash Chandra Bose , I.N.A.
- b. Mountbatten Plan
- c. Indian Independence Act



B.A. III or Final Year Semester V

Paper 5T1 Modern World – 1789-1920

Outcomes:-

1. Introduction to landmark events in World history.
2. Understand policy of imperialism and changes in world political order.
3. Emergence of State of Germany and its diplomatic policy.
4. Critically analyse background of First World War and international peace making attempts that followed.

Unit : 1

- a. French Revolution
- b. European Colonialism of Asia
- c. European Colonialism of Africa

Unit : 2

- a. Sino- Japanese War of 1894-1895
- b. Russo – Japanese War of 1904-1905
- c. Chinese Revolution of 1911

Unit : 3

- a. Eastern Question 1878-1913
- b. Causes of the First world War
- c. Treaty of Versailles

Unit: 4

- a. League of Nations – Structure
- b. League of nations - Achievements and failures
- c. Russian Revolution of 1917



B.A. III or Final Year Semester VI

Paper 6T1 Modern World : 1920-1960

Outcomes:-

1. Analyse causes for the rise of dictatorship in Europe.
2. Understand international crisis; inter world war period politics and events leading to Second World War and its aftermath.
3. Understand world politics after World War and attempts to restore World peace.
4. Introduction to political shifts in West Asia.



Paper 6T1 Modern World : 1920-1960

Unit : 1

- a. Soviet Russia – Five Year Plans
- b. Hitler- Foreign Policy
- c. Mussolini- Foreign Policy

Unit : 2

- a. Sino- Japanese War of 1937-39
- b. Causes of the Second World War
- c. U.N.O.—Structure, Achievements

Unit : 3

- a. Cold War
- b. NATO, SEATO, Warsaw Pact
- c. Decolonisation of Asia

Unit : 4

- a. Establishment of Israel
- b. Non Alignment
- c. Suez Crisis



Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.I - 2023-2024

(First Semester)

Statement Of Program Outcomes (PSOs):-

- 1) To create an awareness among the students about the managements in the family.
- 2) To provide knowledge and develop skills regarding principles and method of interior decoration.
- 3) To introduce to the students the job opportunities In Home – Economics.
- 4) To trained the students for self- employment.
- 5) To develop employability skills and 'earn while learn' skills.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Statement Of Course Outcomes (CO_s):-

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 Management. Economics.
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 arrangement/floral carpets / bouquets and flower decorations, students will be able to prepare work event management organizers and start their self-employment.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) Introduction to Home Economics B) Branches Of Home Economics.	Brief history ,Definitions,scop, need/ importance of Home Economics. Family Resource Management, Foods and Nutrition, Human Development, Textile and clothing.
Unit - II	A) Family Resource Management B) Decision Making	Definitions and Process Home Management ,Planning, controlling, Evaluation, Definitions, Classification, Characteristics ,Family Resources . Family Budget. Meaning ,Definitions and Types ,Steps involved ,Process Decision Tree.
Unit - III	A) Elements Of Art and Design B) Principles Of Art and Design	Line, From, Texture, Colour, Light, Space, Pattern ,Idea. Harmony Scale and Proportion , Balance , Rhythm, Emphasis.
Unit - IV	A)Flower Arrangement B) Types Of Flower Arrangement / Different Shapes	Definitions, Material Required for Flower arrangement Factors to be considered while arranging flowers. Traditional, Japanese, Miniature, Dry Arrangement , Floating. S- shape, Round – shape Right Angle- shape ,Triangular shape,Crescent shape, Vertical and Semi Circular.
(Practical)	A) Hand Embroidery B) Flower Arrangement C) Tie And Dye	Stem, Chain, Lazy-Daisy ,Bullion Knot, Feather, Satin ,Button Hole, Open Work, Herring Bone , Long and Short Stitch. Bouquet, Floral Carpet, Artifical / Fresh Flower Arrangement , One And Two Colour Samples.
Internal	Skill Development Activities	Ceramic work, Wall Hanging, Best Out Of Waste Material, Utility Bag Making.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.I - 2023-2024

(Second Semester)

Statement Of Course Outcomes (COs):-

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.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) Self- Employment In Home Economics. B) Family Housing.	Definitions, need ,Opportunities and Guiding Principles Of Self- Employment Registration, Training, Loan, Project Report . Needs, Protective, Economics, Social, Functional,Factors Selection of Site – Legal, Location, Soil Conditions , Cost Priciples - Grouping of rooms, orientation, Flexibility, Economy.
Unit - II	A) Work Simplification B) Colour	Meaning, Definitions and Importance ,Techniques, Improving Methods, Mundel’s Law Of Changes. Introduction, Sources, Classification of Colours, colour Warm, Cool Colour , Colour Wheel, Colour Schemes effects.
Unit - III	A) Consumer Education B) Consumer Protection Acts	Meaning ,Definitions and Need ,Problems of Consumers , Consumers Forum. Food Adulteration Act -1954, Standard weights and Measure Act- 1956, Consumer Protection Act- 1986
Unit - IV	A) Furniture Arrangement B) Arrangement Of Furniture In Different Room	Styles of Furniture Traditional, Mordern Factors Involved in Selection of Furniture- Comfort, Durability, Flexibility, Utility. Drawing Room, Bed Room, Dining Room Care of Different Types of Furniture.
(Practical)	A) Hand Knitting Patterns B) Colour and Colour Schemes C) Prepare Any Two Samples	Cable Pattern, Double Colour Pattern, Lace Pattern . Preparing Colour Wheel, Colour Schemes. Block Printing , Spray Painting.
Internal	Visit & Report Writing	Women entreprencurship establishment Exhibition cum Sale.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.II - 2023-2024

(Third Semester)

Statement Of Program Outcomes (PSO_s):-

- 1) 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.
- 2) To learn about the structure, composition, Nutritional contribution and Selection of different food stuff.
- 3) To develop and ability to improve the nutritional quality of food.
- 4) To familiarize students with the role of nutritional quality of food.
- 5) To develop marketing and entrepreneurship skills to enhanced employability.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Statement Of Course Outcomes (CO_s):-

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 the 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.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) Introduction Of Nutrition B) Macronutrients	Definitions of Health , Dietetics, Definition of Food , Functions,Dimensions of Health Physical, Emotional , Spiritual. Carbohydrates- Fats, Proteins, Classification, Functions,Sources.
Unit - II	A) Micro Nutrients Minerals B) Vitamins C) Water	Calcium, Phosphorus,Iron, Sodium, Iron Magnesium ,Iodine Functions, Sources. Vitamins – A, D, E, K ,Water Soluble – vitamins C, B, Function , Sources. Function , Sources Deficiency.
Unit - III	A) Fibre B) Energy(Calorie)	Composition,Classification,Functions,Sources Deficiency, Excess. Definition of Calorie, Factors ,Calorimeter – Bomb, Benedict Oxy, Basal Metabolic Index, Calorie Requirement ,Antioxidants
Unit - IV	A) Basic Food Groups B) Methods Of Cooking C) Sports Nutrition	Sources and Importance of Cereals, Pulses, Oilseeds Vegetables, Fruits, Milk Products sugar and jiggery. Meaning ,Objectives of Cooking Methods – Boiling, Steaming, Roasting, Baking , Deep Frying ,Micro Wave. Meaning , Objectives, Management Sports Supplements, by NIN.
(Practical)	A) Snacks B) Sweets C) Bake Items D) Health Drink E) Dry Chutney Powder	Dahi Wada, Dhokla , Chole Bature Pudachi vadi , Bhaji Wada . Rava Besan Burfi ,Gulab Jamun Lavang Latika Shahi Toast . Eggless Cake , Ata Biscuits, Lemon mint juice(sarbat), Kairi pudina juice (panha). Javas,Til, Shengdana, Kadhipatta Udad Dal.
Internal	Activities	World food Day/Celebration of Nutrition Week. Report Writing of The Above Programme Canteen activity / papad masala, pickle, Amla candy.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.II - 2023-2024

(Fourth Semester)

Statement Of Course Outcomes (CO_s):-

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 the knowledge of malnutrition, students will 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 able to establish bakery centers.
CO5	Given knowledge of food spoilage, students will be able to prepare and supply hygienic & quality food preducts.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) Balanced Diet B) Nutrition Through Life Cycle	Definitions, Factors Affecting Balance Diet, principles of meal planning. Pregnancy,Lactation,Infancy, Pre-School,School Going,Adolescence, Old Age.
Unit - II	A) Principles Of Diet Therapy B) Nutrition Education	Modification Of Normal Diet, Types Of Diet, Nutritional Management in Common Diseases Diarrhoea Diabetes,Constipation Anaemia . Meaning ,Definitions, objectives Methods of Nutrition Education.
Unit - III	A) Food Spoilage, Food Poisoning B) Food Preservation C) Food And Adulteration	Definition,Various Types of Food and Remedies . Definition and Importance , Methods of food preservation- Dehydration,Chemical preservation,with salt,sugar,oil and spices. Definition , Reasons Behind Food Adulteration Effects of food aduleration, detection of food aduleration.
Unit - IV	A) Improving Nutritional Quality Of Foods B) Malnutrition In India C) Nutritional Problems in India	Germination, Fermentatation, Supplementation , Fortification and Enrichment. Definition , over Nutrition and Under Nutrition . Causes and remedies of Malnutrition , Fao, Care , NIN.
(Practical)	A) Types Of Rice B) Sweets C) Indian Pizza D) Starters E) Party Menu	Vegetable Pulav , Lemon Rice . Khawa Poli, Karanji, Sattu Laddoo, Gajar Halwa. Uttapam. Vegetable Thalipith. Hara Bhara Kabab , Appe. Pav Bhaji, Ragda patice.
Internal	Activities	Exhibition of students made products. Report Writing of The Above Programme


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.III - 2023-2024

(Fifth Semester)

Statement Of Program Outcomes (PSOs):-

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


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Statement Of Course Outcomes (CO_s):-

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 up in baby production.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) An Overview Of The Filed Of Child Development B) Orientation To Growth And Development	Meaning, Definition, Importance And Scop Of Child development Definitions , General Principals, Influence Of Heredity Difference Between Growth and Development Stages of Development Factors affecting growth and development.
Unit - II	A) Genetic Inheritance B) Prenatal Development C) Factors Affecting Prenatal Development D) Twins	Fertilization, Number Of Chromosomes ,Sex Determination ,Genotype and Phenotype. Emphasis On Major Development, During the Three Stages of Inter Uterine Development. Age of Mother, Diet and Nutrition, Stress and Emotional Strains. Recommendations. Fraternal and Identical.
Unit - III	A) Post- Natal Period Neonatal Period B) Infancy And Babyhood C) Development Of Senses	Definition, Characteristics, Factors Affecting Post Natal Period. Definition, Characteristics of Babyhood Physical Growth And Moter Development Four prespeech Forms Crying Cooing. Visual Auditory, Smell, Taste , Touch , Reflexes During Sucking , Blink, Moro Reflex.
Unit - IV	A) Immunization And Its Importance	Importance of Supplementary Food , Role Of NGO's
(Practical)	A) For Pregnant Women B) For Lactating Women C) Knitting	Mix Vegetable Paratha, Vegetable Upma, Curd Raita With vegetable, Mix Sprouted Usal . Aliv Kheer, Mung Dal Dhirde With Vegetables, Gum Laddu . Bonnet, Socks, Sweater.
Internal	Activities	Preparation of supplementary / Immunization charts . Report Writing of The Above Programme


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.III - 2023-2024

(Six Semester)

Statement Of Course Outcomes (CO_s):-

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 school.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) Early Childhood B) Physical Development C) Moter Development D) Emotional Development	Characteristics, developmental tasks. Definition, Change in Size Height, Weight Development of Bones Teeth etc. Meaning, Skills – Hand and Leg Skills Handedness, Factors Affecting Motor Development. Definition of Emotions, Importance , Positive Emotions , Negative Emotions.
Unit - II	A) Speech Development B) Speech Defects C) Intellectual Development D) & Moral Development	Definition, Importance of Speech , Comprehension, Pronunciation. Lisping, Cluttering , Stuttering , Factors Affecting Speech Development. Definition, Classification Of Intelligence , Factors Affecting Intellectual Development. Definition, Methods Of Learning of Moral Development.
Unit - III	A) Social Development B) Play	Definition, Companions During Early Childhood – Associates, Playmates , Friends, Forms Of Social Behaviour Social development. Importance Of Play, Stages Of Play, Types Of Play, Dramatic and Constructive Play.
Unit - IV	A) Childhood Behavioural Problems B) Behavioural problems C) Parent Child Relationship D) Discipline E) Agencies In The Field Of Development	Common Causes, Types of Behavioural Problems. Lying, Stealing, Temper Tantrums Nail Biting, Thumb Sucking. Importance, Need, Parental Challenges- Definition, Objectives, Need And Importance, Types of Discipline. ICDS, UNICEF, Role of NGO's Mahila evam Balkayan Vibhag.
(Practical)	A) For Babyhood (Recipes) B) For Pre- School Children C) Drafting, Cutting And Stitching	Soft Khichadi, Badam / Rava Kheer Aliv Kheer, Sandwiches, Groundnut Chikki, Idli Chutney/ Sambar, Fruit Chat. Bonnet, Socks, Sweater. Bonnet, Feeder, Zabla.
Internal	Activities	Organization of guest Lecture / Finger Puppets, Masks Charts. Report Writing of The Above Programme


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.I - 2022-2023

(First Semester)

Statement Of Program Outcomes (PSOs):-

- 1) To create an awareness among the students about the managements in the family.
- 2) To provide knowledge and develop skills regarding principles and method of interior decoration.
- 3) To introduce to the students the job opportunities In Home – Economics.
- 4) To trained the students for self- employment.
- 5) To develop employability skills and 'earn while learn' skills.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Statement Of Course Outcomes (CO_s):-

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 Management. Economics.
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 arrangement/floral carpets / bouquets and flower decorations, students will be able to prepare work event management organizers and start their self-employment.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) Introduction to Home Economics B) Branches Of Home Economics.	Brief history ,Definitions,scop, need/ importance of Home Economics. Family Resource Management, Foods and Nutrition, Human Development, Textile and clothing.
Unit - II	A) Family Resource Management B) Decision Making	Definitions and Process Home Management ,Planning, controlling, Evaluation, Definitions, Classification, Characteristics ,Family Resources . Family Budget. Meaning ,Definitions and Types ,Steps involved ,Process Decision Tree.
Unit - III	A) Elements Of Art and Design B) Principles Of Art and Design	Line, From, Texture, Colour, Light, Space, Pattern ,Idea. Harmony Scale and Proportion , Balance , Rhythm, Emphasis.
Unit - IV	A)Flower Arrangement B) Types Of Flower Arrangement / Different Shapes	Definitions, Material Required for Flower arrangement Factors to be considered while arranging flowers. Traditional, Japanese, Miniature, Dry Arrangement , Floating. S- shape, Round – shape Right Angle- shape ,Triangular shape,Crescent shape, Vertical and Semi Circular.
(Practical)	A) Hand Embroidery B) Flower Arrangement C) Tie And Dye	Stem, Chain, Lazy-Daisy ,Bullion Knot, Feather, Satin ,Button Hole, Open Work, Herring Bone , Long and Short Stitch. Bouquet, Floral Carpet, Artifical / Fresh Flower Arrangement , One And Two Colour Samples.
Internal	Skill Development Activities	Ceramic work, Wall Hanging, Best Out Of Waste Material, Utility Bag Making.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.I - 2022-2023

(Second Semester)

Statement Of Course Outcomes (COs):-

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.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) Self- Employment In Home Economics. B) Family Housing.	Definitions, need ,Opportunities and Guiding Principles Of Self- Employment Registration, Training, Loan, Project Report . Needs, Protective, Economics, Social, Functional,Factors Selection of Site – Legal, Location, Soil Conditions , Cost Priciples - Grouping of rooms, orientation, Flexibility, Economy.
Unit - II	A) Work Simplification B) Colour	Meaning, Definitions and Importance ,Techniques, Improving Methods, Mundel’s Law Of Changes. Introduction, Sources, Classification of Colours, colour Warm, Cool Colour , Colour Wheel, Colour Schemes effects.
Unit - III	A) Consumer Education B) Consumer Protection Acts	Meaning ,Definitions and Need ,Problems of Consumers , Consumers Forum. Food Adulteration Act -1954, Standard weights and Measure Act- 1956, Consumer Protection Act- 1986
Unit - IV	A) Furniture Arrangement B) Arrangement Of Furniture In Different Room	Styles of Furniture Traditional, Mordern Factors Involved in Selection of Furniture- Comfort, Durability, Flexibility, Utility. Drawing Room, Bed Room, Dining Room Care of Different Types of Furniture.
(Practical)	A) Hand Knitting Patterns B) Colour and Colour Schemes C) Prepare Any Two Samples	Cable Pattern, Double Colour Pattern, Lace Pattern . Preparing Colour Wheel, Colour Schemes. Block Printing , Spray Painting.
Internal	Visit & Report Writing	Women entreprencurship establishment Exhibition cum Sale.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.II - 2022-2023

(Third Semester)

Statement Of Program Outcomes (PSO_s):-

- 1) 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.
- 2) To learn about the structure, composition, Nutritional contribution and Selection of different food stuff.
- 3) To develop and ability to improve the nutritional quality of food.
- 4) To familiarize students with the role of nutritional quality of food.
- 5) To develop marketing and entrepreneurship skills to enhanced employability.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Statement Of Course Outcomes (CO_s):-

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 the 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.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) Introduction Of Nutrition B) Macronutrients	Definitions of Health , Dietetics, Definition of Food , Functions,Dimensions of Health Physical, Emotional , Spiritual. Carbohydrates- Fats, Proteins, Classification, Functions,Sources.
Unit - II	A) Micro Nutrients Minerals B) Vitamins C) Water	Calcium, Phosphorus,Iron, Sodium, Magnesium ,Iodine Functions, Sources. Vitamins – A, D, E, K ,Water Soluble – vitamins C, B, Function , Sources. Function , Sources Deficiency.
Unit - III	A) Fibre B) Energy(Calorie)	Composition,Classification,Functions,Sources Deficiency, Excess. Definition of Calorie, Factors ,Calorimeter – Bomb, Benedict Oxy, Basal Metabolic Index, Calorie Requirement ,Antioxidants
Unit - IV	A) Basic Food Groups B) Methods Of Cooking C) Sports Nutrition	Sources and Importance of Cereals, Pulses, Oilseeds Vegetables, Fruits, Milk Products sugar and jiggery. Meaning ,Objectives of Cooking Methods – Boiling, Steaming, Roasting, Baking , Deep Frying ,Micro Wave. Meaning , Objectives, Management Sports Supplements, by NIN.
(Practical)	A) Snacks B) Sweets C) Bake Items D) Beverage E) Salads	Dahi Wada, Dhokla , Chole Bature Pudachi vadi , Bhaji Wada . Rava Besan Burfi ,Gulab Jamun Lavang Latika Shahi Toast . Cake Tomato Soup. Sprouted Salads.
Internal	Activities	Preparation of charts / health pyramid Celebration of Nutrition Week Report Writing of The Above Programme


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.II - 2022-2023


(Fourth Semester)

Statement Of Course Outcomes (CO_s):-

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 the knowledge of malnutrition, students will 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 able to establish bakery centers.
CO5	Given knowledge of food spoilage, students will be able to prepare and supply hygienic & quality food products.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) Balanced Diet B) Nutrition Through Life Cycle	Definitions, Factors Affecting Balance Diet, principles of meal planning. Pregnancy,Lactation,Infancy, Pre-School,School Going,Adolescence, Old Age.
Unit - II	A) Principles Of Diet Therapy B) Nutrition Education	Modification Of Normal Diet, Types Of Diet, Nutritional Management in Common Diseases Diarrhoea Diabetes,Constipation Anaemia . Meaning ,Definitions,objectives Methods of Nutrition Education.
Unit - III	A) Food Spoilage, Food Poisoning B) Food Preservation C) Food And Adulteration	Definition,Various Types of Food and Remedies . Definition and Importance , Methods of food preservation- Dehydration,Chemical preservation,with salt,sugar,oil and spices. Definition , Reasons Behind Food Adulteration Effects of food aduleration, detection of food aduleration.
Unit - IV	A) Improving Nutritional Quality Of Foods B) Malnutrition In India C) Nutritional Problems in India	Germination, Fermentatation, Supplementation , Fortification and Enrichment. Definition , over Nutrition and Under Nutrition . Causes and remedies of Malnutrition , Fao, Care , NIN.
(Practical)	A) Types Of Rice B) Sweets C) Indian Pizza D) Starters E) Party Menu	Vegetable Pulav , Lemon Rice . Khawa Poli, Karanji, Sattu Laddoo, Gajar Halwa. Uttapam. Vegetable Thalipith. Hara Bhara Kabab , Appe. Pav Bhaji, Ragda patice.
Internal	Activities	Canteen activity / papad masala, pickle, Amla candy. Report Writing of The Above Programme


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.III - 2022-2023

(Fifth Semester)

Statement Of Program Outcomes (PSOs):-

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


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Statement Of Course Outcomes (CO_s):-

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 up in baby production.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) An Overview Of The Filed Of Child Development B) Orientation To Growth And Development	Meaning, Definition, Importance And Scop Of Child development Definitions , General Principals, Influence Of Heredity Difference Between Growth and Development Stages of Development Factors affecting growth and development.
Unit - II	A) Genetic Inheritance B) Prenatal Development C) Factors Affecting Prenatal Development D) Twins	Fertilization, Number Of Chromosomes ,Sex Determination ,Genotype and Phenotype. Emphasis On Major Development, During the Three Stages of Inter Uterine Development. Age of Mother, Diet and Nutrition, Stress and Emotional Strains. Recommendations. Fraternal and Identical.
Unit - III	A) Post- Natal Period Neonatal Period B) Infancy And Babyhood C) Development Of Senses	Definition, Characteristics, Factors Affecting Post Natal Period. Definition, Characteristics of Babyhood Physical Growth And Moter Development Four prespeech Forms Crying Cooing. Visual Auditory, Smell, Taste , Touch , Reflexes During Sucking , Blink, Moro Reflex.
Unit - IV	A) Immunization And Its Importance	Importance of Supplementary Food , Role Of NGO's
(Practical)	A) For Pregnant Women B) For Lactating Women C) Knitting	Mix Vegetable Paratha, Vegetable Upma, Curd Raita With vegetable, Mix Sprouted Usal . Aliv Kheer, Mung Dal Dhirde With Vegetables, Gum Laddu . Bonnet, Socks, Sweater.
Internal	Activities	Preparation of supplementary / Immunization charts . Report Writing of The Above Programme


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila Kala Mahavidyalaya Bhandara

Department of Home Economics

Program B.A.III - 2022-2023

(Six Semester)

Statement Of Course Outcomes (CO_s):-

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 school.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Course Content

Unit	Main Topick	Sub -Topic
(Theory) Unit - I	A) Early Childhood B) Physical Development C) Moter Development D) Emotional Development	Characteristics, developmental tasks. Definition, Change in Size Height, Weight Development of Bones Teeth etc. Meaning, Skills – Hand and Leg Skills Handedness, Factors Affecting Motor Development. Definition of Emotions, Importance , Positive Emotions , Negative Emotions.
Unit - II	A) Speech Development B) Speech Defects C) Intellectual Development D) & Moral Development	Definition, Importance of Speech , Comprehension, Pronunciation. Lispig, Cluttering , Stuttering , Factors Affecting Speech Development. Definition, Classification Of Intelligence , Factors Affecting Intellectual Development. Definition, Methods Of Learning of Moral Development.
Unit - III	A) Social Development B) Play	Definition, Companions During Early Childhood – Associates, Playmates , Friends, Forms Of Social Behaviour Social development. Importance Of Play, Stages Of Play, Types Of Play, Dramatic and Constructive Play.
Unit - IV	A) Childhood Behavioural Problems B) Behavioural problems C) Parent Child Relationship D) Discipline E) Agencies In The Field Of Development	Common Causes, Types of Behavioural Problems. Lying, Stealing, Temper Tantrums Nail Biting, Thumb Sucking. Importance, Need, Parental Challenges- Definition, Objectives, Need And Importance, Types of Discipline. ICDS, UNICEF, Role of NGO's Mahila evam Balkayan Vibhag.
(Practical)	A) For Babyhood (Recipes) B) For Pre- School Children C) Drafting, Cutting And Stitching	Soft Khichadi, Badam / Rava Kheer Aliv Kheer, Sandwiches, Groundnut Chikki, Idli Chutney/ Sambar, Fruit Chat. Bonnet, Socks, Sweater. Bonnet, Feeder, Zabla.
Internal	Activities	Organization of guest Lecture / Finger Puppets, Masks Charts. Report Writing of The Above Programme


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

**PRAGATI MAHILA KALA MAHAVIDYALAY BHANDARA
COURSES OUTCOME**

मराठी साहित्य (ऐच्छिक)

- १) बी. ए. भाग एक- दोन व तीन वर्षांच्या विद्यार्थिनींना मराठी साहित्यातील विविध वांग्मय प्रकारांचा आणि साहित्यातील विविध प्रवृत्ती, प्रवाहांच्या काही निवडक प्रतिनिधिक साहित्यकृतीच्या अभ्यासाद्वारा परिचय करून देणे.
- २) मराठी साहित्यातील निवडक साहित्यकृतींची व संबंधित वाङ्मयप्रकारांची आशय व अभिव्यक्तींच्या संदर्भात विस्ताराने ओळख करून देणे.
- ३) विद्यार्थ्यांमध्ये मराठी साहित्य व मराठी भाषा याविषयीची प्रगल्भ अभिरुची विकसित करणे.
- ४) साहित्याचा आस्वाद घेण्याची व त्याचे स्थूल मानाने मूल्यमापन करण्याची क्षमता विकसित करणे.
- ५) साहित्याच्या अभ्यासातून जीवन विषयक व समाजविषयक जाणीव विकसित करणे.
- ६) प्राचीन व अर्वाचीन अशा मराठी साहित्याची स्थूल मानाने विद्यार्थिनींना ओळख करून देणे.
- ७) पदव्युत्तर वर्गातील मराठी साहित्याच्या सूक्ष्म व सखोल अभ्यासाची पार्श्वभूमी स्नातक वर्षांच्या अभ्यासक्रमातून निर्माण करणे.



mmk
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

PRAGATI MAHILA KALA MAHAVIDYALAY BHANDARA

मराठी साहित्य (ऐच्छिक)

मराठी (ऐच्छिक)

बी. ए . प्रथम सत्र : अभ्यासक्रम

१) माझी जन्मठेप (आत्मचरित्र)

वि. दा. सावरकर

२) प्रतिभा साधन : ना.सी.फडके

अ) विषयाचे औचित्य

आ) ललित वाङ्मयाचे स्वरूप व कार्य

३) मराठी भाषेचे उच्चारणशास्त्र (यातील चार प्रकरणं)


१) मराठी वर्णमाला आणि त्यांची उच्चारस्थाने

२) उच्चारानुसारी लेखन पद्धती

३) मराठी स्वरांची उच्चार पद्धती

४) शुद्ध उच्चारण आणि शुद्धलेखन : अनुबंध




IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara


Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

बी. ए . सत्र दोन : अभ्यासक्रम

१) नटसम्राट (नाटक)

लेखक : वि. वा. शिरवाडकर

२) प्रतिभा साधन : ना.सी.फडके

अ) प्रसंग

आ) व्यक्तिदर्शन


३) वाङ्मयीन संकल्पना : वाचन व आकलन (यातील चार प्रकरणे)

१) वाङ्मय आणि साहित्य : संकल्पना व भावार्थ २) प्राचीन, मध्ययुगीन व अर्वाचीन कालिक संकल्पना

३) प्रमुख मराठी वाङ्मयप्रकार : संकल्पना व स्पष्टीकरण (काव्य, कथा, कादंबरी व नाटक)

४) आधुनिक मराठी साहित्य : संकल्पना व अर्थपरिघ




IGAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara


Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

बी. ए . सत्र तीन : अभ्यासक्रम

१) साठोत्तरी मराठी कविता (1960 ते 2000 या कालखंडातील)

कवी ना. धो. महानोर, ग्रेस, यशवंत मनोहर, म. म. देशपांडे, सुरेश भट, वसंत आबाजी डहाके, विठ्ठल वाघ, अरुणा ढेरे, प्रभा गणोरकर, इंद्रजीत भालेराव यांच्या कविता.

२) अभिनव काव्यप्रकाश : रा.श्री. जोग

1. काव्य लक्षण

2. काव्याची प्रयोजन

३) वांग्मयीन संकल्पना : वाचन व आकलन (यातील चार प्रकरणं)

१) ललित साहित्य आणि ललितेत साहित्य

२) विविध कलाप्रकार आणि त्यांची माध्यमे

३) साहित्य : एक कलाप्रकार

४) साहित्य कलेची विविध घटकतत्त्वे



mmms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

बी. ए . सत्र चार : अभ्यासक्रम

१) साठोत्तरी मराठी कथा (संपादक व प्रस्तावना डॉ. सोपानदेव पिसे, डॉ. दत्तात्रय वाटमोडे, डॉ.

व्यंकटेश पाठफोडे)

1960 ते 2000 या कालखंडातील दहा निवडक कथाकारांच्या प्रतिनिधिक दहा कथांचा संग्रह

- १) ताटातूट : उद्धव शेळके
- २) धास्ती : मनोहर तल्हार
- ३) सत्य : रवींद्र शोभणे
- ४) मरीआईला केला नवस : ना. रा. शेंडे
- ५) दावणीचा बैल : बाबाराव मुसळे
- ६) गोष्ट संध्याकाळची : वासुदेव मुलाटे
- ७) मोर्चा : केशव मेश्राम
- ८) पिंटीची गोष्ट : नागनाथ कोतापल्ले
- ९) अम्मा : प्रिया तेंडूलकर
- १०) घे गगनभरारी : लक्ष्मण टोपले
- २) अभिनव काव्यप्रकाश : रा.श्री. जोग
- अ) अर्थ विचार आणि शब्दशक्ती
- आ) अलंकार विचार
- ३) मराठी छंद - वृत्त : वांग्मयीन कौशल्यांचा अभ्यास
- १) छंद-वृत्त-लय : संकल्पना व अर्थ
- २) अक्षरगणवृत्त : स्वरूप व घटक
- ३) जाती-मात्रावृत्त : स्वरूप व घटक (पादाकुलक, दिंडी, आर्या)
- ४) अक्षरछंद : स्वरूप व घटक (ओवी आणि अभंग)



IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

बी. ए . सत्र पाच : अभ्यासक्रम

१) पूर्णामायची लेकरं (कादंबरी)

गोपाल नीलकंठ दांडेकर

२) दलित साहित्य एक आकलन :

बाळकृष्ण कवठेकर

1. तत्त्व चर्चा

2. दलित कथा

3. दलित आत्मकथा

३) अलंकार आणि प्रतिमा : वांग्मयीन कौशल्यांचा अभ्यास

१) अलंकार : संकल्पना व स्वरूप

२) शब्दालंकार (यमक, अनुप्रास व श्लेष)

३) अर्थालंकार : संकल्पना व स्वरूप

(उपमा, उत्प्रेक्षा, रूपक, दृष्टांत)

४) प्रतिमा : अर्थ आणि प्रकार(यातील चार प्रकरणं)

४) वांग्मय शैली आणि तंत्र


१) भाषाशैली : गद्य आणि पद्य

२) शब्दकळा : गद्य आणि पद्य

३) वाक्यरचना आणि वाक्यशैली

४) वांग्मय प्रकार आणि भाषाशैली




IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara


Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

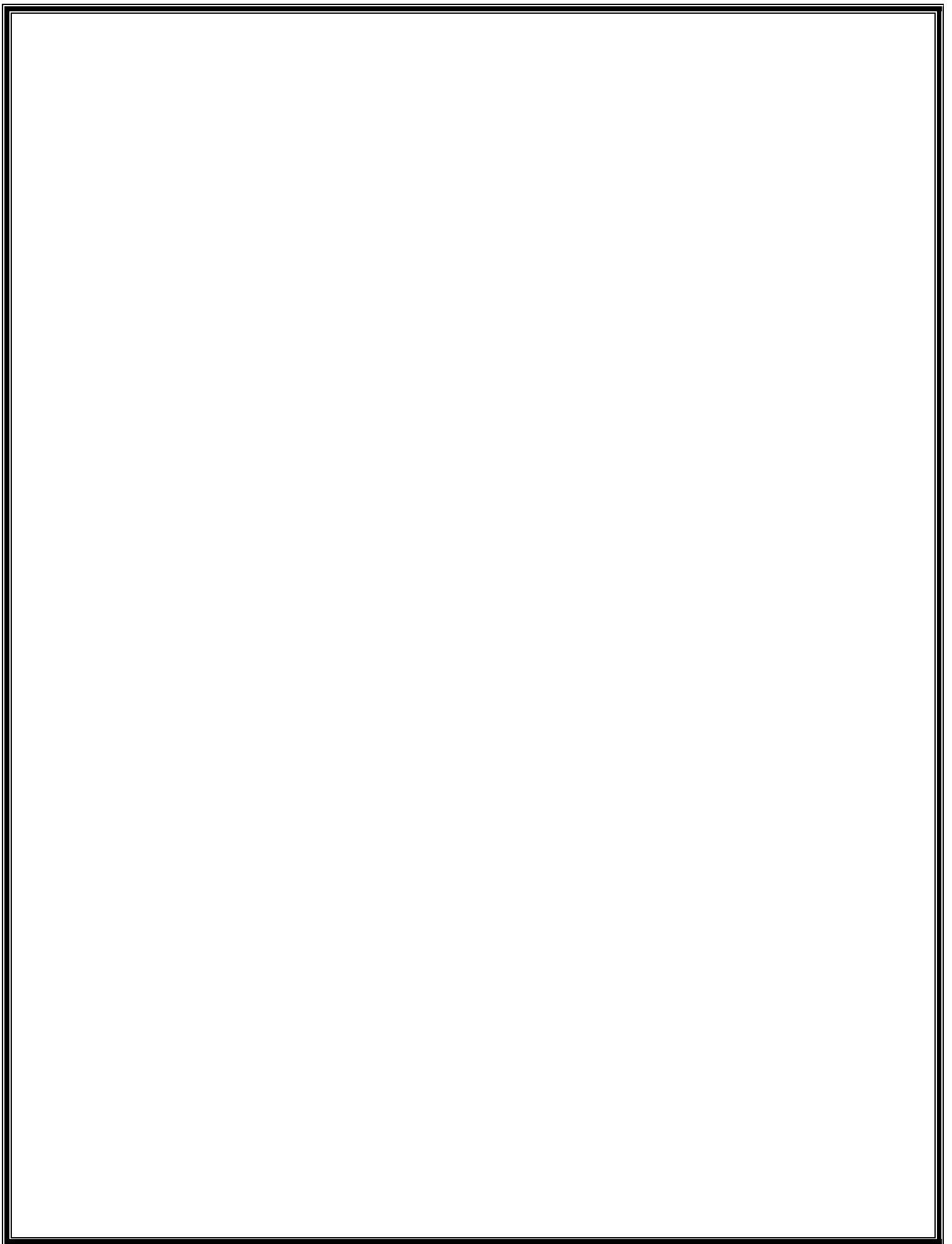
बी. ए . सत्र सहा : अभ्यासक्रम

- १) एक होता काव्हर (चरित्र) : वीणा गव्हाणकर
- २) प्राचीन मराठी वाङ्मयाचा इतिहास यातील चार प्रकरणे
 1. ज्ञानदेवे रचिला पाया
 2. नामयाची वाणी अमृताची खाणी
 3. कलाकवी मुक्तेश्वर
 4. तुका झालासे कळस
- ३) भाषाविज्ञान परिचय : डॉ. स. गं. मालशे, डॉ. द. दि. पुंडे, डॉ. अंजली सोमन,
 1. वाक्यविचार
 2. प्रमाण भाषा आणि बोली
- ४) प्रतिमा : अर्थ आणि प्रकार(यातील चार प्रकरणं)
- ४) वांग्मय शैली आणि तंत्र
 - १) भाषाशैली : गद्य आणि पद्य
 - २) शब्दकळा : गद्य आणि पद्य
 - ३) वाक्यरचना आणि वाक्यशैली
 - ४) वांग्मय प्रकार आणि भाषाशैली



mmms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Principal
Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara



Course Outcomes

Introduction to Sociology: Student will be able to demonstrate an understanding of how social call affects individual life. To understand society in context of the sociology theory: Knowledge concepts. The present course outcome is satisfactory which involved students with enthusiastically and curiosity regarding the course. Generally, the present course covered more than fifty various job sectors opportunities.

Basic concept in Sociology: This course introduced students how to understand the basic concepts in sociology and fundamental theoretical interrelationship such as interrelationships and demonstrate the relevance. Students became more aware about the theoretical structure while formulating theory. It was helpful to students to know the social background of sociology.

Sociological Western Thinkers: This course has provided the understanding of sociological theory to the students. It's to train students for the application of these theories to social situations, acquaintance with the writing of sociological thinkers, so as this course equipped the students with theoretical insights to know analysis and scenario around them. It's an attempt to familiarize students with the different sociological perspectives and theories.

Indian Sociological Thinkers: This course has provided orientation to the students about the some contemporary thoughts. These thoughts would help the students to reveal the complexities on Indian society such course give direction to the learners to know the different complexities and nature, structure of the Indian society. This course provides sociological insights, perspective and approaches to know the contemporary society.

Gender Studies: This course became more oriented to the learners about the significance and relevance of Gender studies. It's introduced the basic concepts, thoughts and approaches to analyze the gender issues to students about the contribution of feminist scholars and their contributions in the field of feminist's thoughts. This course has provides gender based theories perspectives and approaches

Issues and Problems in Indian Society: Through this course students have learnt about Thomas Pain thoughts that the individual's duty to 'allow the same right to other as we allow ourselves'. Students became more aware about a social issue is a problem that influences many citizens within a society and one that many people strive to solve. Studying this course students are able to illustrate what is a social science, demonstrate how certain social contrition become dominates, and distinguish how labelling something can create expression about behaviour and action



mm
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

OBJECTIVES OF SEMESTER SYSTEM IN SOCIOLOGY

Sociology as one of the most dynamic disciplines is primarily involved in the study of society and the social structure characterizing society. Conventionally the interest of sociology has been on knowing the intricacies of the older institutions such as family, marriage, kinship, religion and many other aspects such as group, culture, norms, values, education, stratification, etc., gaining momentum in the process of building up of a society. The focus in sociology has always been on understanding the web of social relationship and interaction which go into making the society a stronger social fabric. The theories claiming an overriding influence in sociology till the recent past have been mainly of structural-functional and conflict perspective and said to characterize the mainstream society. The structural functional and conflict theories as a part of the mainstream society operate as the two extremes opposing each other on the basis of their respective laws of operation which mostly remain fixed or unchanged in their own right. But sociology today does not seem to remain confined to the fixed boundaries determined by the laws of structural-functionalism and social conflict. The subject has now acquired enormous flexibility and thus entered into the realms of other social sciences. It has in general assumed an interdisciplinary character. Some of the early areas of interest now either have started losing their importance or giving way to the new thrust areas of study. The prevailing scenario at the global level makes the subject oblivious of one dominant culture, order, system of values, ideas and thought. Sociology at present engages itself in focusing more on the emerging trends of multiculturalism, poststructuralism, post-modernism, hyper-modernity and globalization. The theory at present emerges to be increasingly characterized as synthetic or integrative rather than deterministic. The trend now accommodates more of a soft approach and avoids as much of a hard core approach as it can. The proposed semester pattern syllabus in sociology at the undergraduate level has been planned keeping in mind the growing acceptance for the new trends, facts of life and orientations within the domain of sociology as a science of society.




IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara


Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

2018-19 Syllabus B.A.

Semester I Sociology: An Introduction

Objective of the paper

1. The part intends to induct the student to sociology as the beginner of the subject
2. The paper thus aims to expose the student to the basic concepts in sociology.
 - 1. Understanding Sociology:**
 - A. **Sociology:** Its meaning, Definition and Characteristics as a science.
 - B. Relationship of Sociology with other social sciences: Anthropology, History, Political & Economics.
 - 2. Basic Concept in Sociology:**
 - A. Groups, Reference groups, Association, Institution, Community & Society
 - B. Development of Human Societies: Pre- Modern Societies (hunting and gathering societies, Pastoral and Agrarian societies) Modern Industrial Society: Its Characteristics, Industrialism, Capitalism, Urbanism, Liberal Democracy.
 - C. Society and Individual: A mutual relationship.
 - 3. Socialisation:**
 - A. Meaning, processes and importance of socialization.
 - B. Agencies of socialization: Family, Education, Religion, Peer Group and Mass Media.
 - C. Mead's concepts of 'I' 'Me' and Socialization.
 - 4. Social Structure:**
 - A. Elements of Social Structure:
 - B. Function and Dysfunction of Social Structure:
 - C. Socio- cultural process: Cooperation, Conflict, Accommodation, Assimilation and Competition.



mmms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Semester II Themes and Perspective

Objective of the paper

1. The paper intends to orient the students to certain basic perspectives in sociology .
2. The Paper also intends to make students know in details about culture, stratification and mobility and the deviant patterns and social control in society.

1. Culture and Society:

- A. Meaning, definition and characteristics of culture
- B. Elements of culture : Cognitive elements, beliefs, Values and Norms and signs.
- C. Culture and ways of individual behavior and personality.

2. Social Deviation and social Control:

- A. Social Deviance and conformity: Meaning and definition, causes of measures to check deviant behavior. Factor promoting conformity.
- B. Anomie and social deviation, social structure and social deviation.
- C. Social Control: Meaning, definition and means – formal and informal means.


3. Social Stratification and Social Mobility:

- A. Social Differentiation and social stratification.
- B. Meaning, definition forms of social stratification.
- C. Function and Dysfunction of social stratification.
- D. Social Mobility: Meaning, definition and types of social mobility

4. Major Perspective in Sociology:

- A. Structural-functional perspective
- B. Conflict perspective
- C. Feminist perspective




IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara


Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Semester III Foundations of Sociological Thought

Objectives of the Paper:

1. The paper aims at orienting the students to the basic sociological thoughts of the great masters of sociology.

2. The paper also intends to help the students to shape their thoughts and ideas and also addressing many current sociological issues and problems.

1. Emergence of Sociology as a Discipline: A. The intellectual and social forces. B. The social, economic and political forces.

2. Founders of Sociology: I

A. August Comte: Views on positivism and law of three stages of society.

B. Herbert Spencer: Organic analogy, theory of social evolution, military and industrial society.

3. Founders of Sociology: II

A. Charles Horton Cooley: Looking-Glass Self, primary group - its characteristics and importance

B. Emile Durkheim: Types of suicide, religion and its functions.

4. Founders of Sociological Thought: III

A. Karl Marx: Capitalism and its criticism, class and class struggle

B. Max Weber: Types of social action, types of authority and bureaucracy.



mmms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Semester IV Indian Sociological Tradition

Objectives of the Paper:

1. The paper intends to make the students understand the seminal ideas and thoughts reflected in the works of Indian Sociologists.
2. The paper also aims to help the students in understanding at the theoretical level the sociological issues concerning Indian society.

1. Theoretical Roots of Caste in India: A. B.R. Ambedkar: Origin of caste and its criticism. B. G. S. Ghurye: Characteristics of caste and the emergence of sub-castes.

2. Social Change from Indian Perspective: A. M.N. Shrinivas: Dominant caste –Meaning and implication. Sanskritization–as a factor of social change, mobility and development.

B. D.P. Mukherjee: Historical Dialecticism, Indian tradition and social change.

3. Indian Society and Contemporary Change: A. R.K. Mukherjee :Values, symbols, personality and change. B. S.C. Dubey: Values in modernity; modernity, Indian society and social change.

4. Gender and Society in India: A. Tarabai Shinde: Women and patriarchy in Indian society. B. Jyotibha Phule and Savitribai Phule: Women’s education and women’s rights.



mmms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Semester V Indian Society: The Structural Issues

Objectives of the Paper:

1. The paper aims at acquainting the students with Indian society in terms making them know the issues and problems confronting the institutions of caste and family.
2. The paper also aims to bring into fore the issues and problems concerning the tribes and rural communities in India.

1. Indian Society, Structure and Inequality

- A. Caste as a structure of inequality and discrimination.
- B. Problems of Scheduled Castes and Other Backward Castes.
- C. Constitutional Provisions for Scheduled Castes.
- D. Mandal Commission for Other Backward Castes.

2. Family in Contemporary India:

- A. Intra and inter generational conflict: Meaning, causes and measures to check them.
- B. Dowry, divorce and domestic violence.
- C. Problems of elderly people.

3. Tribal Issues and Problems in India: A. Tribal problems: Education, development and agrarian problem. B. Social mobility and change: Hinduization. C. **Reservation among the tribals**, Provision of Schedule V, PESA & Forest Act.

4. Rural Community in India: A. Migration: causes and consequences
B. **Unemployment:** causes and consequences C. Farmers' suicide & its impact on family

Suggested Readings:



mmms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Semester VI Current Social Problems in India

Objectives of the Paper:

1. The paper is based on the problems the society in India is facing at present.
2. The paper thus intends to make the students know the nature, causes and consequences of those problems as well as the measures to put a check on them.

1. Education in contemporary India:

- A. Educational status among different communities in India.
- B. Gender bias in education in India: Obstacles to women's education.
- C. Problems of education among SCs, STs and Other Backward Castes and the measures to resolve it.

2. Displacement and Rehabilitation:

- A. Displacement: Meaning, causes and consequences.
- B. Rehabilitation: Concept, problems and plans.

3. Intolerance, Riot and Crime:

- A. Caste, religious and cultural intolerance.
- B. Communal riots, caste and ethnic conflict.
- C. Violence and crime against women and the marginalized.
- D. Measures to check intolerance, riots and crime.

4. Corruption: A. Meaning, definition and types of corruption.

- B. Factors inducing corruption. C. Measures to check corruption



mms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

B.A. SYLLABUS 2020-21

Semester I Paper: Sociology: An Introduction

Unit I: Sociology: Its Meaning & Definition of Sociology, characteristics of Sociology , Sociology as a science.

Relationship of Sociology with other social sciences: Relationship of Sociology with other social sciences

Unit II : Development of Human Societies: Pre- Modern Societies (hunting and gathering societies, Pastoral and Agrarian societies) Modern Industrial Society: Its Characteristics, Industrialism, Capitalism, Urbanism, Liberal Democracy. Society and Individual: A mutual relationship.

Unit III : Socialisation: Meaning, processes and importance of socialization.

Agencies of socialization: Family, Education, Religion, Peer Group and Mass Media. Mead's concepts of 'I' 'Me' and Socialization.

Unit IV: Social Structure: Elements of Social Structure: Function and Dysfunction of Social Structure: Socio-cultural process: Cooperation, Conflict, Accommodation, Assimilation and Competition.



mm
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Semester II Paper: Themes and Perspective

Unit I : Culture and Society: Meaning, Types-Materialistic & Immaterialistic Culture & Definition of Culture, Characteristics of culture

Culture and Society: Elements of culture : Cognitive elements, beliefs, Values and Norms and signs. Culture and ways of individual behavior and personality.

Unit II : Social Deviation and social Control: Social Deviance and conformity: Meaning and definition of Conformity & deviation, causes of conformity, measures to check deviant behavior. Factor promoting conformity.

Anomie and social deviation, social structure and social deviation.

Social Control: Meaning, definition and means – formal and informal means.

Unit III : Social Stratification and Social Mobility: Social Differentiation and social stratification. Meaning, definition forms of social stratification. Function and Dysfunction of social stratification. Social Mobility: Meaning, definition and types of social mobility

Unit IV : Major Perspective in Sociology: Structural-functional perspective, Conflict perspective, Feminist perspective



mm
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Semester III Paper: Foundations of Sociological Thought

Unit I: Emergence of Sociology as a Discipline: The intellectual and social forces.

The social, Economic and Political forces.

Unit II: Founders of Sociology I August Comte: Views on positivism and law of three stages of society.

Herbert Spencer: Organic analogy, theory of social evolution, military and industrial society.

Unit III : Founders of Sociology: II Charles Horton Cooley: Looking-Glass Self, primary group - its characteristics and importance. **Emile Durkheim:** Types of suicide, religion and its functions.

Unit IV : Founders of Sociological Thought: III : Karl Marx: Capitalism and its criticism, class and class struggle, **Max Weber:** Types of social action, types of authority and bureaucracy.




IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara


Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Semester IV Paper: Indian Sociological Tradition

Unit I: Theoretical Roots of Caste in India: B.R. Ambedkar: Origin of caste and its criticism.

G. S. Ghurye: Characteristics of caste and the emergence of sub-castes.

Unit II : Social Change from Indian Perspective: M.N. Shrinivas: Dominant caste –Meaning and implication. Sanskritization—as a factor of social change, mobility and development.

R.K. Mukherjee :Values, symbols, personality and change.

S.C. Dubey: Values in modernity; modernity, Indian society and social change.

Unit III : Social Change from Indian Perspective: D.P. Mukherjee: Historical Dialecticism, Indian tradition and social change.

Indian Society and Contemporary Change: R.K. Mukherjee :Values, symbols, personality and change.

S.C. Dubey: Values in modernity; modernity, Indian society and social change.

Unit IV : Gender and Society in India : Tarabai Shinde: Women and patriarchy in Indian society. Jyotibha Phule Women’s education and women’s rights.

Gender and Society in India : Savitribai Phule: Women’s education and women’s rights.



mmms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Semester- V Paper: Indian Society: The Structural Issues

Unit I: Indian Society, Structure and Inequality: **A:** Caste as a structure of inequality and discrimination. **B:** Problems of Scheduled Castes and Other Backward Castes. **C:** Constitutional Provisions for Scheduled Castes. **D:** Mandal Commission for Other Backward Castes.

Unit II: Family in Contemporary India: **A:** Intra and inter generational conflict: Meaning, causes and measures to check them. **B:** Dowry, divorce and domestic violence. **C:** Problems of elderly people.

Unit III: Tribal Issues and Problems in India: **A:** Tribal problems: Education, development and agrarian problem. Social mobility and change: Hinduization. **B:** Reservation among the tribals, Provision of Schedule V, PESA & Forest Act.

Unit IV: Rural Community in India: **A:** Migration: causes and consequences Unemployment: causes and consequences. **B:** Farmers' suicide & its impact on family Suggested Readings:




IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara


Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

Semester VI Paper: Current Social Problems in India

Unit I: Education in contemporary India: Educational status among different communities in India. Educational status among different communities in India.

Gender bias in education in India: Obstacles to women's education

Problems of education among SCs, STs and Other Backward Castes and the measures to resolve it

Unit II : Displacement and Rehabilitation: Displacement: Meaning, causes and consequences.

Rehabilitation: Concept, problems and plans.

Unit III : Intolerance, Riot and Crime: Violence and crime against women and the marginalized. Measures to check intolerance, riots and crime.

Unit IV: Corruption: A. Meaning, definition and types of corruption: Factors inducing corruption. Measures to check corruption.



[Handwritten Signature]
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Handwritten Signature]
Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

PRAGATI MAHILA KALA MAHAVIDYALAY BHANDARA

COURSES OUTCOME

मराठी (आवश्यक)

- १) मराठी भाषेच्या समृद्धीची जाणीव करून देणे.
- २) कला स्नातक पातळीवरील विद्यार्थ्यांना मराठी भाषेतील प्रमुख अभिजात साहित्याचा व लेखकांचा स्थूल परिचय घडविणे.
- २) मराठी भाषा व साहित्य यासंबंधीची रुची निर्माण करणे तसेच विद्यार्थ्यांच्या वांग्मयीन व कलाविषयक अभिरुचीचा विकास करणे.
- ३) भाषा आणि साहित्य यांच्या अभ्यासातून एकूणच जीवनविषयक व समाजविषयक जाण विकसित व प्रगल्भ करणे.
- ४) विद्यार्थ्यांची भाषिक कौशल्य विकसित करणे व त्यांना रोजगाराभिमुख बनविणे.
- ५) समकालीन अत्याधुनिक तंत्रज्ञानाच्या आणि स्पर्धायुगाच्या पार्श्वभूमीवर विद्यार्थ्यांच्या भाषिक क्षमता व जाणवा वृद्धिंगत करणे.
- ६) भाषिक कौशल्याचे विविध आविष्कार आणि संपर्क-प्रसार- माध्यमे यांचा परस्पर संबंध विद्यार्थ्यांना समजावून देणे.
- ७) नैतिक मूल्ये रूजविणे.


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

प्रगती महिला कला महाविद्यालय भंडारा
बी. ए. प्रथम सत्र
अभ्यासक्रम : आवश्यक मराठी

अभ्यास ग्रंथ : साहित्यरंग भाग १ (सत्र एक)

गद्य विभाग :

- १) पाखाला बाळक पांगुरवणे – म्हाइंभट
- २) शिक्षण – महात्मा फुले
- ३) तरुणांनो निर्भय बना,
शूर बना ! – स्वामी विवेकानंद
- ४) कोकराची कथा – अरविंद गोखले
- ५) नववर्षाच्या उदयाचलावर
उद्योगाची ध्वजारोपण – राष्ट्रसंत तुकडोजी महाराज

पद्य विभाग :

- १) माय मराठी – मुकुंदराज
- २) ज्ञानेश्वरांचे अभंग (विराण्या) – (अ) घनु वाजे घुणघुना
(आ) पैल तो गे काऊ कोकताहे
- ३) दवाचे थेंब – केशवसुत
- ४) भंगू दे काठिण्य माझे – बा.सी. मर्ढेकर
- ५) चार शब्द – नारायण सुर्वे

व्यावहारिक मराठी :

- १) व्यावहारिक मराठी : स्वरूप आणि भूमिका
- २) भाषिक संवादव्यवहाराची मूलतत्त्वे


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

बी. ए. दुसरे सत्र
अभ्यासक्रम : आवश्यक मराठी
अभ्यास ग्रंथ : साहित्यरंग भाग १ (सत्र दोन)

गद्य विभाग :

- १) भारतीय लोकशाहीचे भवितव्य – डॉ. बाबासाहेब आंबेडकर २) गाडगेबाबांनी शाळा दिली – सीमा साखरे
३) अजातशत्रू अटलजी – शरदचंद्र पवार
४) विवेकवाद – डॉ. नरेंद्र दाभोळकर ५) ५) कृष्णविवर – डॉ. जयंत नारळीकर

पद्य विभाग :

- १) मृण्मयी – इंदिरा संत
२) उषःकाल होता होता – सुरेश भट
३) मेंढरं – विठ्ठल वाघ
४) पुन्हा एकदा – यशवंत मनोहर
५) आई, मारू नको – उषाकिरण आत्राम

व्यावहारिक मराठी :

- १) पत्रलेखन
२) सारांश लेखन


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

बी.ए. तिसरे सत्र
अभ्यासक्रम : आवश्यक मराठी
अभ्यास ग्रंथ : साहित्यरंग भाग २ (सत्र तीन)

गद्य विभाग :

- १) हत्तीचा दृष्टांत (दृष्टांतपाठ) – केशिराजबास
- २) वाचन – गोपाळ गणेश आगरकर
- ३) सर्प (कथा) – जी. ए. कुलकर्णी
- ४) आम्ही वानरांच्या फौजा (लघुनिबंध) – श्रीनिवास कुलकर्णी ५) नियतीच्या विक्राळ जबड्यात (मी वनवासी) – सिंधुताई सपकाळ

पद्य विभाग :

- १) दोन अभंग : १. पुण्य पर उपकार
२. जे का रंजले गांजले – संत तुकाराम
- २) माझी माय सरसोती – बहिणाबाई चौधरी ३) या जगण्यावर शतदा प्रेम करावे – मंगेश पाडगावकर ४) उन्हउतरणी – श्रीधर शनवारे
- ५) यूनोत पाणी – भुजंग मेश्राम

व्यावहारिक मराठी :

- १) मुलाखतीचे तंत्र आणि लेखन प्रक्रिया
- २) जाहिरातींची लेखनकौशल्य (मुद्रित व दृकश्राव्य)


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

बी. ए. चौथे सत्र
अभ्यासक्रम : आवश्यक मराठी
अभ्यास ग्रंथ : साहित्यरंग भाग २ (सत्र चार)

गद्य विभाग :

- १) राजकर्तव्य (आज्ञापत्र) – रामचंद्रपंत अमात्य
- २) स्वराज्य आणि सुराज्य – लोकमान्य टिळक
- ३) मध्यान्ह – कुसुमावती देशपांडे
- ४) अद्वैताचा साक्षात्कार – साने गुरुजी
- ५) आधार – वी. स. जोग

पद्य विभाग :

- १) अभंगवाणी (तीन अभंग)
- अ) पंढरीचे सुख नाही त्रिभुवनी
- आ) उपजले विटाळी
- इ) कोण तो सोवळा – संत चोखामेळा
- २) क्रांतीचा जयजयकार – कुसुमाग्रज
- ३) सत्याच्या जातीला – शरच्चंद्र मुक्तीबोध
- ४) रातझडीचा पाऊस – ना. धो. महानोर
- ५) माझ्या कवितेची चव – इंद्रजीत भालेराव

व्यवहारिक मराठी :

- १) पटकथा व संवादलेखन
- २) स्मरणिका व इतर संपादनकार्य


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

बी. ए. पाचवे सत्र
अभ्यासक्रम : आवश्यक मराठी
अभ्यास ग्रंथ : साहित्यरंग भाग ३ (सत्र पाच)

गद्य विभाग :

- १) साहित्याचा महिमा – विनोबा भावे
- २) तवंग (कथा) – वसंत वऱ्हाडपांडे
- ३) आनंदवन(समिधा:आत्मकथन अंश) – साधना आमटे
- ४) अरण्यातील आत्मभान(ललितबंध) – महेश एलकुंचवार ५) घरभरणी (दलित कथा) – उर्मिला पवार

पद्य विभाग :

- १) संत नामदेवांची अभंगवाणी
- अ) अमृताहुनी गोड
- आ) भेटीलागी जीवा – संत नामदेव
- २) घनश्याम सुंदरा – होनाजी बाळा
- ३) एक प्रकारची प्रार्थना – वसंत आबाजी डहाके ४) पाऊस – ग्रेस
- ५) दुनियेची रीत – सुधाकर गायधनी

व्यावहारिक मराठी :

- १) मुद्रित माध्यमांसाठी लेखन प्रकार व कौशल्ये
- २) दृक्श्राव्य माध्यमांसाठी लेखन कौशल्य


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

बी. ए. सहावे सत्र
अभ्यासक्रम : आवश्यक मराठी
अभ्यास ग्रंथ : साहित्यरंग भाग ३ (सत्र सहा)

गद्य विभाग :

- १) भक्तिपंथ व महाराष्ट्र संस्कृती - प्रा. गं. बा. सरदार
- २) भारतीयत्वाची संकल्पना आणि मराठी साहित्य
- डॉ. सुधीर रसाळ
- ३) भूताचा जन्म (कथा - विनोदी) - द.मा. मिरासदार
- ४) हिराबाई (व्यक्तिचित्र) - पु. ल. देशपांडे
- ५) सामना (एकांकिका) - सतीश आळेकर

पद्य विभाग :

- १) दोन भारुडे
- अ) विंचू
- आ) एडका - संत एकनाथ
- २) श्रावणमासाचे गाणे - बालकवी
- ३) घन तमी शुक्र बघ राज्य करी - भा.रा. तांबे
- ४) वाटेवर काटे वेचित चाललो - अनिल
- ५) अजून वादळ उठले नाही - ज्योती लांजेवार

व्यावहारिक मराठी :

- १) भाषांतर आणि अनुवाद : स्वरूप आणि वैशिष्ट्ये
- २) मराठी शुद्धलेखन आणि मुद्रितशोधन


IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara




Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

Pragati Mahila kala Mahavidyalaya Bhandara
Department of Economics
Program B.A. Economics
Statement of Program Specific OutcomesPSOs

PROGRAMME OUTCOMES –

B.A.PROGRAMME OUTCOMES – B.A.

- 1.Start own after completion B.A. Course.
- 2.Enabling Student of the career opportunities in the business.
- 3.To enable Students to gain knowledge and skills need to run business enterprinership.
4. Appear in competitive examinations.

Course Outcomes:

- 1.After completing this course, the students will be able to Learn the basic principles of microeconomic theory.
- 2.They shall be able to understand efficiency and equity of consumption and production as well as cost and firms' policy in market behaviour.
- 3.They will also be able to analyse demand by households and supply of goods and services by business firms.
4. They will also be able to understand interaction of demand and supply in various market structures.
5. 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.
6. They can also think on distribution shares of various factors of production and shall also be able to think about maximum welfare of community.




IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara


Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

B.A. First Year
First Semester
Paper I Micro Economics

Course Outcomes:

1. After completing this course, the students will be able to Learn the basic principles of microeconomic theory.
- 2 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.
3. They will also be able to understand interaction of demand and supply in various market structures.
4. 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.
5. 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

1. What is Economics? Definition of Economics, Scope and methods of microeconomics, 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

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

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

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.




IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara


Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

**B.A.First Year
Second Semester
Paper II Macro Economics**

Course Outcomes:

1. After completing this course, the students will be able to Learn various concepts of GDP and relationship between National Income and welfare of people.
2. They will further be able to understand factors determine domestic productivity, employment level of prices and interest rates.
3. They will be able to apply basic concepts to analyse the situations of inflation and business cycles.
4. Further they will be able to evaluate the role of monetary and fiscal policy of Government to fight inflation or to stabilise business cycles.
5. 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

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

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

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

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.



mmms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

**B.A. Second Year
Third Semester
Paper III
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.

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 scale (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

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




IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara


Principal
Pragati Mahila kala
Mahavidyalaya, Bhandara

**B.A.Second Year
Fourth Semester
Paper IV
INDIAN ECONOMY**

Course Outcomes:

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

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 Payment 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



[Handwritten Signature]
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Handwritten Signature]
Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

**B.A.Final Year
Paper V
Fifth Semester**

DEVELOPMENT AND INTERNATIONAL ECONOMICS

Course Outcome:

- 1.To explain development and economic growth theories, international trade theories and related economic development theories.
- 2.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.
- 3.The student will be acquired with economic concepts and models of international trade as well as trade policies.
- 4.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.



mmms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara

**B.A.Final Year
Paper VI
CONSUMER ECONOMICS**

Course Outcome:

- 1.They get an opportunity to learn about the practical aspects of money management.
2. The knowledge of this aspect would be useful to them in planning their future status as family leaders in dealing with these vital issues.
- 3.About the importance of money savings and investment etc so that they can enlighten their elders in managing the family income systematically.
- 4.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.
- 5.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.
- 6 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.



mmms
IQAC COORDINATOR
Pragati Mahila Kala
Mahavidyalaya, Bhandara

[Signature]
Principal
Pragati Mahila Kala
Mahavidyalaya, Bhandara