

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,  
CHHATRAPATI SAMBHAJINAGAR.**



NACC- 'A' Grade

**Circular/SU/Interdisciplinary Studies/NEP-2020/Curriculum- UG & PG/72/2025**

It is hereby inform to all concerned that, on recommendation of the Boards of Studies, Ad-hoc Boards and Faculty of Interdisciplinary Studies, the Academic Council at its meeting held on 09 May, 2025 has been accepted the following curriculum as per the Norms of National Education Policy-2020 Progressively under the Faculty of Interdisciplinary Studies.

Sr.No.	Name of the Curriculum	Semester/ Structure
1.	B.A. Home Science	IIIrd & IVth
2.	B.A. Physical Education	IIIrd & IVth
3.	B.A. (Optional) Library & Information Science	Ist to IVth
4.	B. Library & Information Science (B.Lib.&Inf.Sci.)	IIIrd & IVth
5.	B.F.A. Painting	IIIrd & IVth
6.	B.F.A. Applied Art	IIIrd & IVth
7.	B.F.A. Textile	IIIrd & IVth
8.	B.F.A. Fashion Design	IIIrd & IVth
9.	B.S.W. (Social Work)	IIIrd & IVth
10.	B.A. Music	IIIrd & IVth
11.	B.A. Dramatics	IIIrd & IVth
12.	B.A. Mass Communication & Journalism(M C & J)	IIIrd & IVth
13.	B.P.A. (Bachelor Of Performing Arts)	Ist to VI
14.	M.A. Music	Ist to IVth

This revised Curriculum shall be applicable from the Academic year 2025-2026 and onwards in all Affiliated Colleges.

This is also available on the University website [www.bamu.ac.in](http://www.bamu.ac.in)

Therefore, all concerned are requested to note the contents of this circular and bring the notice to the students, teachers and staff for their information and necessary action.

University Campus,  
Chhatrapati Sambhajinagar -431 004.

REF.NO.SU/All.UG.Curr./NEP-2020/2025/8 30-35

Date:- 27-05-2025. [AC.09.05.2025 I No.06]

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*Deputy Registrar,  
Syllabus Section*

**Copy forwarded for kind information and necessary action:-**

- 1] All Heads of the University Departments, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
- 2] The Director, Sub-Center, Dharashiv, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
- 3] The Principals, All affiliated Colleges and Model College Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar. .
- 4] The Director of Recognized Institutions, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
- 5] The Director, Board of Examinations & Evaluation, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar. .
- 6] The Director, University Network & Information Centre, UNIC, with a request to upload the Circular along with its enclosures on University Website.

**Dr. Babasaheb Ambedkar Marathwada University**  
**Chhatrapati Sambhajinagar- 431001**



**B.A Degree Programme**

(Three Year / Four Years (Hons) / Four Years (Hons with Research))

**Course Structure**

( AS PER NEP-2020)

**Subject (Major): Home Science**

**B.A First and Second Year**

**(Semester - I to IV)**

**Effective from 2025-26**

ASA  
28/3/2025  
Dr. Anirita Agnewal.

Rawal  
Dr. Ayodhya pawar

Jyoti  
28/3/25  
Dr. Jeevanjyoti Nikalje

Chitambar  
28/03/25  
Dr. Chitambar Dongulkar

Varsha  
28/3.2025  
Dr. Varsha kul/karni

Manoj  
28/03/2025  
Dr. Usha Y. Mani

Salma  
28/3/2025  
Dr. Salma-K. Shaikh

Dr. Jyoti



## PREFACE

As we stand on the threshold of a new era in education, the dawn of the National Education Policy 2020 illuminates our path toward a holistic, inclusive, and progressive educational landscape. The Bachelor of Arts (B.A.) curriculum outlined herein reflects the ethos and aspirations of this transformative policy, aiming to equip learners with the knowledge, skills, and values necessary to thrive in the dynamic world of the 21st century.

At its core, the National Education Policy 2020 envisions an educational framework that is learner-centric, multidisciplinary, and geared towards fostering creativity, critical thinking, and innovation. It emphasizes the integration of knowledge across disciplines, breaking down traditional silos to encourage holistic understanding and application of concepts. The Bachelor of Arts (B. A.) curriculum embodies these principles by offering a diverse array of courses spanning various scientific domains, while also incorporating interdisciplinary studies to nurture well-rounded graduates capable of addressing complex challenges with agility and insight.

Furthermore, the curriculum is designed to promote experiential learning, research, and hands-on exploration, recognizing the importance of practical engagement in deepening understanding and cultivating real-world skills. Through laboratory work, field experiences, internships, and project-based learning opportunities, students will have the chance to apply theoretical knowledge in practical settings, develop problem-solving abilities, and cultivate a spirit of inquiry and discovery.

Integral to the National Education Policy 2020 is the commitment to inclusivity, equity, and access to quality education for all. The Bachelor of Arts ( B. A.) curriculum reflects this commitment by embracing diversity in perspectives, backgrounds, and experiences, and by fostering an inclusive learning environment where every student feels valued, supported, and empowered to succeed.

Moreover, the curriculum emphasizes the cultivation of ethical values, social responsibility, and global citizenship, instilling in students a sense of accountability towards society and the environment. By integrating courses on ethics, sustainability, and social sciences, the Bachelor of Arts ( B. A.) program aims to produce graduates who are not only proficient in their respective fields but also compassionate, ethical leaders committed to making a positive impact on the world.

As we embark on this journey of educational transformation guided by the National Education Policy 2020, the Bachelor of Arts (B. A.) curriculum stands as a testament to our collective vision of a more equitable, inclusive, and enlightened society. It is our hope that through rigorous academics, innovative pedagogy, and unwavering dedication to excellence, we can inspire the next generation of scientists, scholars, and change-makers to realize their full potential and contribute meaningfully to the advancement of knowledge and the betterment of humanity.

**Dr. Babasaheb Ambedkar Marathwada University**

**Chhatrapati Sambhajinagar- 431001**



## B.A Degree Programme

**(Three Year / Four Years (Hons) / Four Years (Hons with Research))**

# Course Structure

**( AS PER NEP-2020)**

# Revised Syllabus

**Subject (Major): Home Science**

## B.A First Year

**(Semester - I to II)**

**Effective from 2025-26**

~~Asa~~ 28/3/2025 Dr. Armit Agrawal  
~~Chetna~~ 28/3/2025 Dr. Antonia Donglikar  
~~Pawal~~ 28/3/2025 Dr. Ayodhya Pawal  
~~Manoj~~ 28/3/2025 Dr. Ajeet Singh  
~~Shail~~ 28/3/2025 Dr. Ajeet Singh  
~~U.Y. Mane~~ 28/3/2025 Dr. U.Y. Mane  
~~Dr. Salma K. Shah~~ 28/3/2025 Dr. Salma K. Shah



**Structure of B. A. (Three / Four Years Honours / Honours with Research Degree) Programme with Multiple Entry and Exit Options**

**Subject (Major): Home Science**

**BA First Year: 1<sup>st</sup> Semester**

Course Type	Course Code	Course Name	Teaching Scheme (Hrs / Week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major ( Core) M1 Mandatory	DSC-1	Basics of Foods and Nutrition-1	2		2		2+2 = 4
	DSC-2	Practical based on DSC-1		4		2	
Major ( Core) M2 Mandatory	DSC-1	-	2		2		2+2 = 4
	DSC-2	Practical based on DSC-1		4		2	
Major ( Core) M3 Mandatory	DSC-1	-	2		2		2+2 = 4
	DSC-2	Practical based on DSC-1		4		2	
Generic / Open Elective ( GE/OE) (Choose any two from pool of courses) <b>It should be chosen compulsorily from the faculty other than that of Major</b>	GE/OE-1	Indian Culinary Art	2		2		2
SEC ( Skill Enhancement Courses) (Choose any one from pool of courses)	SEC-1	1) Introduction to colour family. Instant Mix Recipes	1		1		2
	SEC-2	Practical based on SEC-1		2		1	
AEC, VEC, IKS	AEC-1	English ( Common for all the faculty)	2		2		2+2 =4
	IKS-1	Choose any one from pool of courses	2		2		
OJT/ FP/CEP/CC/RP	CC-1	Health and Wellness ( Common for all the faculty)		4		2	2
			<b>13</b>	<b>18</b>	<b>13</b>	<b>09</b>	<b>22</b>

## BA First Year: 2<sup>nd</sup> Semester

Course Type	Course Code	Course Name	Teaching Scheme (Hrs / Week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major ( Core) M1 Mandatory	DSC-3	Essential Nutrients	2		2		2+2 = 4
	DSC-4	Practical based on DSC-3		4		2	
Major ( Core) M2 Mandatory	DSC-3		2		2		2+2 = 4
	DSC-4	Practical based on DSC-3		4		2	
Major ( Core) M3 Mandatory	DSC-3		2		2		2+2 = 4
	DSC-4	Practical based on DSC-3		4		2	
Generic / Open Elective ( GE/OE) (Choose any two from pool of courses) <b>It should be chosen compulsorily from the faculty other than that of Major</b>	GE/OE-2	Entrepreneurship Development	2		2		2
VSC ( Vocational Skill Courses) (Choose any one from pool of courses)	VSC-1	1) Laundry Science 2) Handicrafts	1		1		2
	VSC-2	Practical based on VSC-1		2		1	
AEC, VEC, IKS	AEC-2	English/Hindi/Mara thi/Urdu/Sanskrit/P ali and Buddhism. <b>(Choose any one)</b>	2		2		2+2 =4
	VEC-1	Constitution of India ( Common for all the faculty)	2		2		
OJT/ FP/CEP/CC/RP	CC-2	Yoga Education / Sports and Fitness ( Common for all the faculty)		4		2	2
			13	18	13	09	22
Exit Option : Award of UG Certificate in 3 Majors with 44 credits and an additional 4 credits of core NSQF course / Internship OR continue with Major and Minor							

GE/OE-1 : This is a 2 credit theory course to be designed for other faculty

GE/OE-2 : This is a 2 credit theory course to be designed for other faculty



Students will have to choose any three subjects as a Major 1, Major 2, Major 3, from Basket 1 under the Faculty of Interdisciplinary Studies .

Students will be having three subject options of equal credits (instead of Major and / or minor verticals) in the first year. Students will have to select / declare choice of major subject either in the first year or second year from / out of such options.

### Detailed Illustration of Courses included in 1<sup>st</sup> and 2<sup>nd</sup> semester:

- 1) **Major (Core)** subject are mandatory.

DSC-1 : This is a 2 credit theory course corresponding to Major ( core) subject

DSC-2 : This is a 2 credit practical course based on DSC-1

DSC-3 : This is a 2 credit theory course corresponding to Major ( core) subject

DSC-4 : This is a 2 credit practical course based on DSC-3

- 2) **Generic / Open Elective (GE/OE):** (Needs to be chosen (any two) from pool of courses available at respective college). **These courses should be chosen compulsorily from faculty other than that of Major.**

GE/OE -1 : This is a 2 credit theory course should be chosen compulsorily from faculty other than that of Major.

GE/OE -2 : This is a 2 credit theory course should be chosen compulsorily from faculty other than that of Major.

- 3) **SEC (Skill Enhancement Courses)** : Choose any one from pool of courses. These courses needs to be designed to enhance the technical skills of the students in specific area.

**SEC-1** : This is a 1 credit theory course to enhance the technical skills of the students in specific area.

**SEC-2** : This is a 1 credit practical course based on SEC-1.

- 4) **VSC (Vocational Skill Courses)** : Choose any one from pool of courses. These courses should be based on Hands on Training corresponding to Major (core) subject.

**VSC-1** : This is a 1 credit theory course based Hands on Training corresponding to Major ( core) subject.

**VSC-2** : This is a 1 credit practical course based on VSC-1

- 5) **AEC (Ability Enhancement courses):** The focus of these courses should be based on linguistic and communication skills. In first semester it will be English and will be common for all the faculty.

**AEC-1 : English**

This is a 2 credit theory course based on linguistic proficiency. It will be common for all the faculty.

**AEC-2 : English**

This is a 2 credit theory course based on linguistic proficiency. It will be common for all the faculty.

- 6) **IKS (Indian Knowledge System)** : The courses related to traditional and ancient culture of India will be included in this section. The respective college will have to choose one of the courses from the pool of courses designed by the University.

**IKS-1 : To be chosen from the pool of courses designed by the University**

This is a 2 credit theory course based on Indian Knowledge System. It will be common for all the faculty

- 7) **VEC (Value Education Courses)**: The courses such as understanding India, Environmental Science / Education, Digital and Technological solutions etc will be part of Value Education Courses.

**VEC-1 : Constitution of India**

This is a 2 credit theory course based on value education. It will be common for all the faculty

- 8) **CC (Curricular Courses)**: The courses such as Health and wellness, Yoga education, Sports and Fitness, Cultural activities, NSS/NCC, Performing Arts.

**CC-1 : Health and Wellness**

This is a 2 credit practical course based on Co-curricular activities. It will be common for all the faculty

**CC-2 : Yoga education / Sports and Fitness**

This is a 2 credit practical course based on Co-curricular activities. It will be common for all the faculty



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**Chhatrapati Sambhajnagar- 431001**



**B.A Degree Programme**

(Three Year / Four Years (Hons) / Four Years (Hons with Research))

**Course Structure**

( AS PER NEP-2020)

**Subject (Major): Home Science**

**B.A Second Year**

**(Semester – III & IV)**

**Effective from 2025-26**

*BA*  
28/3/2025  
Dr. Anurag Agnew

*Shailen*  
28/3/2025  
Dr. Salma K. Shailen

*Aawal*  
28.3.25  
Dr. Varsha Kulkarni  
Dr. Ayodhya Pawar

*Manu*  
28/3/2025  
Dr. Manu U. N.

*Chitana*  
28/03/25  
Dr. Chitana Dongalekar

*Dr. J. V. Nikalje*  
28/03/25

## BA Second Year: 3<sup>rd</sup> Semester

Students will have to select / declare choice of **one major subject** and **one minor subject** from three major options M1, M2 and M3 (which were opted in the first year)

Course Type	Course Code	Course Name	Teaching Scheme (Hrs / Week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major ( Core) Mandatory	DSC-5	Introduction to Textile and Clothing	2		2		2+2+2+2 = 08
	DSC-6	Basics of Family Resource Management	2		2		
	DSC-7	Practical based on DSC-5		4		2	
	DSC-8	Practical based on DSC-6		4		2	
Minor (Choose any two from pool of courses) It is from different discipline of the same faculty	Mn-1	Management Process	2		2		2+2 = 04
	Mn-2	Extension Education	2		2		
Generic / Open Elective ( GE/OE) (Choose any one from pool of courses) It should be chosen compulsorily from the faculty other than that of Major	GE/OE-3	Consumer Education	2		2		02
VSC ( Vocational Skill Courses) (Choose any one from pool of courses)	VSC-3	1) Floor Art ( Rangoli)	1		1		1+1 = 02
	VSC-4	Practical based on VSC-3		2		1	
AEC, VEC, IKS	AEC-3	English ( Common for all the faculty)	2		2		02
OJT/ FP/CEP/CC/RP	FP-1	Environmental Studies		4		2	2+2 = 04
	CC-3	Cultural Activity / NSS,NCC ( Common for all the faculty)		4		2	
			13	18	13	09	22

### Minor Courses for other Discipline

Mn-1 : This is a 2 credit theory course to be designed for other discipline

Mn-2 : This is a 2 credit theory course to be designed for other discipline

### Generic /Open Elective Courses for other faculty

GE/OE-3 : This is a 2 credit theory course to be designed for other faculty



BA Second Year: 4<sup>th</sup> Semester

BA Second Year: 4 <sup>th</sup> Semester							
Course Type	Course Code	Course Name	Teaching Scheme (Hrs / Week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major ( Core) Mandatory	DSC-9	Textile & Clothing (Dyeing , Printing & Embroidery)	2		2		2+2+2+2 = 08
	DSC-10	Human Development ( Beginning of new life)	2		2		
	DSC-11	Practical based on DSC-9		4		2	
	DSC-12	Practical based on DSC-10		4		2	
Minor (Choose any two from pool of courses) <b>It is from different discipline of the same faculty</b>	Mn-3	Clothing Management	2		2		2+2 = 04
	Mn-4	Parenting and Child Issues	2		2		
Generic / Open Elective ( GE/OE) (Choose any one from pool of courses) <b>It should be chosen compulsorily from the faculty other than that of Major</b>	GE/OE-4	Community Nutrition	2		2		02
SEC ( Skill Enhancement Courses) (Choose any one from pool of courses)	SEC-3	Warli Art	1		1		1+1 =02
	SEC-4	Practical based on SEC-3		2		1	
AEC, VEC, IKS	AEC-4	Modern Indian Language (MIL-2) (Choose any one from the pool of Language courses) ( Common for all the faculty)	2		2		02
OJT/ FP/CEP/CC/RP	CEP-1	Community engagement and service		4		2	2+2= 04
	CC-4	(Fine/ Applied/ Visual/ Performing Arts) ( Common for all the faculty)		4		2	
			13	18	13	09	22

**Exit Option : Award of UG Diploma in major and minor with 88 credits and an additional 4 credits NSQF course ( related to major / minor) / Internship during summer vacation OR Continue with Major and Minor**

Mn-3 : This is a 2 credit theory course to be designed for other discipline

Mn-4 : This is a 2 credit theory course to be designed for other discipline

### **Generic /Open Elective Courses for other faculty**

GE/OE-4 : This is a 2 credit theory course to be designed for other faculty

### **Detailed Illustration of Courses included in 3<sup>rd</sup> and 4<sup>th</sup> semester:**

#### **1) Major (Core) subject are mandatory.**

DSC-5 : This is a 2 credit theory course corresponding to Major ( core) subject

DSC-6 : This is a 2 credit theory course corresponding to Major ( core) subject

DSC-7 : This is a 2 credit practical course based on DSC-5

DSC-8 : This is a 2 credit practical course based on DSC-6

DSC-9 : This is a 2 credit theory course corresponding to Major ( core) subject

DSC-10 : This is a 2 credit theory course corresponding to Major ( core) subject

DSC-11 : This is a 2 credit practical course based on DSC-9

DSC-12 : This is a 2 credit practical course based on DSC-10

#### **2) Minor : It is from different discipline of the same faculty**

Mn1 : This is a 2 credit theory from different discipline of the same faculty

Mn2 : This is a 2 credit theory from different discipline of the same faculty

Mn3 : This is a 2 credit theory from different discipline of the same faculty

Mn4 : This is a 2 credit theory from different discipline of the same faculty

#### **3) Generic / Open Elective ( GE/OE) : (Needs to be chosen (any one) from pool of courses available at respective college). These courses should be chosen compulsorily from faculty other than that of Major.**

GE/OE -3 : This is a 2 credit theory course should be chosen compulsorily from faculty other than that of Major.

GE/OE -4 : This is a 2 credit theory course should be chosen compulsorily from faculty other than that of Major.

#### **4) VSC (Vocational Skill Courses) : Choose any one from pool of courses. These courses should be based on Hands on Training corresponding to Major (core) subject.**

VSC-3 :This is a 1 credit theory course based Hands on Training corresponding to Major ( core) subject.

VSC-4 : This is a 1 credit practical course based on VSC-5

#### **5) SEC (Skill Enhancement Courses) : Choose any one from pool of courses. These courses should be based on Hands on Training corresponding to Major (core) subject.**

SEC-3 :This is a 1 credit theory course based Hands on Training corresponding to Major ( core) subject.



**SEC-4 :** This is a 1 credit practical course based on SEC-5

- 6) **AEC (Ability Enhancement courses):** The focus of these courses should be based on linguistic and communication skills. In 3<sup>rd</sup> semester it will be MIL and will be common for all the faculty.

**AEC-3 : MIL-1**

This is a 2 credit theory course based on linguistic proficiency. It will be common for all the faculty.

**AEC 4 : Modern Indian Language MIL-2**

This is a 2 credit theory course based on linguistic proficiency. It will be common for all the faculty.

- 7) **FP : Field Project :** This is a 2 credit course, should be corresponding to Major ( core) subject

- 8) **CC (Curricular Courses):** The courses such as Health and wellness, Yoga education, Sports and Fitness, Cultural activities, NSS/NCC, Performing Arts. In the 3<sup>rd</sup> semester it will be either cultural activities OR NSS/NCC and will be common for all the faculty.

**CC-3 : Cultural Activity / NSS, NCC**

This is a 2 credit practical course based on Co-curricular activities. It will be common for all the faculty

**CC-4 : Fine/ Applied/ Visual/ Performing Arts**

This is a 2 credit practical course based on Co-curricular activities. It will be common for all the faculty

- 9) **CEP-1 : Community engagement and service :** This is a 2 credit course related to community engagement and service

**B.A. Home Science Semester III**  
**Discipline Specific Course (DSC- 5)**  
**(Major)**  
**Introduction to Textiles and Clothing**

**Total Credits-02**

**Total Contact Hours -30**

**Maximum Marks- 50 ( UA-30 + CA-20 )**

**Learning objectives-**

1. To enable the students to make proper choice to fabric
2. To impart knowledge regarding textile & clothing
3. To impart creative & technical skills in clothing construction

**Course Outcomes (CO's)**

**After completion of course students will be able to**

1. Identify different types textiles fibers
2. Gain knowledge about properties of yarn and fabric
3. Learn various aspects of clothing construction.

<b>Syllabus-</b>	<b>Total Hours: 30</b>
<b>Title: Introduction to Textiles and Clothing</b>	
<b>Unit - I</b>	<b>15 hrs</b>
<b>Chapter-1 Fibre to fabric</b> 1.Fiber-Classification, Primary and Secondary properties of Fibers 2. Yarn construction- a. Twist – 'S' & 'Z' b. Simple & Ply Yarns c .Novelty Yarns-Nub or Spot, Ratina, Corkscrew, Chenille	05
<b>Chapter- 2. Fabric Construction</b> 1. Weaving 2. Knitting 3. Felting 4. Braiding	05
<b>Chapter-3Finishing Methods</b> a) Basic Finishes: Mercerizing, Bleaching, Singeing, Brushing,Scouring, Sanforizing, Tentering, Calendaring. b) Special Finishes: Waterproof, fireproof, Moth proof, Crease resistant	05
<b>Unit- II</b>	<b>15 hrs</b>
<b>Chapter-4 - Clothing Construction</b> 1. Methods of taking Body Measurements 2. Drafting and making paper pattern 3. Economical layout of fabric 4. Elements of Clothing Construction- a. Seams- Plain, Double, Pinking, Corded, French, Flat fell. b. Fullness-Gathers, Tucks, Frills , Darts c. Collars – Flat, Peter pan, Stand, Turtle neck. d. Sleeves- Plain, Puff, Bell, Leg-o-mutton	08
<b>Chapter-5 Clothing Management</b> 1. Psychological Effect of Clothes	05

2. Factors affecting Selection of clothes-Income, Fashion, Quality and Aesthetic appearance, Age, Occupation, Occasion, Environment.	
3. Selection of clothes for Different age groups- Infancy and Toddlers, Preschool and School going children, Teenagers, Adulthood, Oldage.	
<b>Chapter-6 Storage of Clothes</b> a. Cotton b. Silk c. Woolen d. Synthetic	02

**\*CA- ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

**Books Recommended-**

- Household textile and laundry work – Durga Deulkar
- Known about fabric & their manufactures – K. Thomas
- Textile fibre- to fabric – Bernard P. Corbman
- Zarpkar's stitching& cutting – part I & II – Zarpkar , Navneet publication , Mumbai
- Vastrashastra chi sankalpana & fashion design – Dr. Vairagade , Dr. Agrawal - Vidhya book Publication, Aurangabad
- Vastrashastra chi multatve- Sau. Vanita kulkarni, Sau. Varsha Ghatpande – Chhaya book centre, Aurangabad
- Vastrashastra – prof. Vimal Adhau- V idhya books, Aurangabad
- Textile design - charu swami –new age international limited publishers-New Delhi
- Textile – HSC Maharashtra board standard XI & XII.
- Clothing & Textiles – Swati Bhargava - Shree Niwas publications – Jaipur
- Practical clothing construction – part I & II, Mary Mathews, Encyclopedia of textiles.



**B.A. Home Science Semester III**  
**Discipline Specific Course (DSC- 6 )**  
**( Major )**  
**Family Resource Management**

**Total Credits-02**

**Total Contact Hours -30**

**Maximum Marks- 50 (UA-30+CA-20 )**

**Learning objectives-**

1. To introduce the student to the field of home management
2. To acquire knowledge about the family resource management
3. To understand the ability about how to make household budget for each income group

**Course Outcomes (CO's)**

**After completion of course students will be able to**

1. Students will understand and apply family resource management principles in day-to-day life.
2. Students will develop practical skills in creating budgets, managing expenses, and saving resources.
3. They will effectively plan daily and weekly schedules, enhancing productivity.

<b>Syllabus- Title: Family Resource Management</b>	<b>Total Hours: 30</b>
<b>Unit- I</b>	<b>15 hrs</b>
<b>Chapter – 1Home Management</b> a) Introduction, definition, concept & significance of Home management b) Obstacles in improvement of Home management	04
<b>Chapter -2Family Resource Management (A)</b> a) Process of Family Resource Management: Planning, Controlling & Evaluation. b) Scope ,Significance & Classification of Family Resource Management	07
<b>Chapter -3Family Resource Management (B)</b> a) Characteristics of Family Resource Management b) Factors Affecting Family Resource Management	04
<b>Unit- II</b>	<b>15 hrs</b>
<b>Chapter- 4Family Income</b> a) Concept of family Income b) Types of Income c) Sources of Family Income d) Family budget –meaning, importance, steps & factors affecting family budget.	06

<b>Chapter -5 Factors Motivating Management</b> a) Values-Meaning, Definition, Sources , Importance. b) Goals-Meaning, Definition , types. c) Standards- Meaning, Definition, classification, types.	06
<b>Chapter -6</b> Decision Making- Meaning, Importance. Types, Steps.	03

**\*CA- ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

### **References/Books Recommended:**

1. Ghruyavavsthan Ani Gruhkala: Dr. Kshama Limaye.
2. Home Management in Indian Families ,Mann M.K.,Kalyani Publisers,Ludhiana.
3. Home Management,M.A,Varghise, N.N ,New age International (P) Limited,Publisher New Delhi.
4. Home Management (A text book of Home Science), Arya Publisher,House, Karol bagh Delhi.
5. Adhunik Ghruyavavsthan,Dr. Vairagade,, Smt. Priyamvada Lathkar, Smt.Muley Vidhya Books Publishers,Aurangabad.
6. Kautumbik Sansadhane Vyavasthapan ani gruhasajawche , Triveni Farkade,Sulbha Gonge, Pimpalapur And Company Publisher,Nagpur.
7. Gruhvavsthapan-Manju Patni
8. Kautumbik Sadan Sampatich Vyavasthapan Ani Ghrusajawat,Dr.Meena Kalele, Pimpalapur Publisher, Nagpur.
9. Ghruyavavsthan Avam Antarik Sajja-Dr.Gokula Bhalerao, Satyam Publishers,Shashtrinagar,Jaipur.
10. Pragat Ghruyavavsthan-Asha Nimkar Sahitya Prakashan Kendra, Nagpur.
11. Ghruyavavsthan-Sumati Kukade, Madhuri Ratnaparkhi, Geeta Sundresh, Nilkant Books,Pune.

**B.A. Home Science Semester III**  
**Discipline Specific Course (DSC- 7)**  
**( Major )**

**Practical –Introduction toTextiles and Clothing**

**Total Credits-02**

**Total Contact Hours -60**

**Maximum Marks- 50 ( UA-30 + IA 20 )**

<b>Practical –Introduction to Textiles and Clothing</b>	<b>Total Hours 60</b>
Making Samples of the following Seams. 1. Plain 2. Double 3. French 4. Flat fell	16
Garment Making 1. Bib 2. Apron 3. Self-help garment 4. Skirt- ( Pleated/ Umbrella)	44

**Assignment- ( Practical)( 20 marks)**

Market survey and collection of different fabrics available in local market.

**Scheme of Marking For Practical Exams**

<b>Question No.</b>		<b>Marks</b>
1	Seam (any one)	05
2	Garment making ( Drafting , cutting, stitching )	15
3	Record Book	10
	Total	30



**B.A. Home Science Semester III**  
**Discipline Specific Course (DSC-8 )**  
**( Major )**  
**Practical – Family Resource Management**

**Total Credits-02**

**Total Contact Hours -60**

**Maximum Marks- 50 ( UA-30 + IA 20 )**

<b>Practical- Family Resource Management</b>	<b>Total hours-60</b>
<b>Chapter – 1 Prepare Chart / Posters / Folders / Scrap Book on (any 3)</b> a) Types of Income b) Sources of Family Income c) Classification of Family Resource Management d) Values d) Standards e) Factors Affecting Family Resource Management	24
<b>Chapter -2 Family Resource Management (A)</b> a) Group Discussion and Report writing on, 'Goals of Students' OR b) Apply Decision making steps for any one problem.	12
<b>Chapter -3 Family Resource Management (B)</b> a) Planning, Controlling & Evaluation of any one Family Event OR b) Prepare a one month Family budget for Lower, Middle & Higher income group (any one)	24

**Assignment- ( Practical )( 20 marks)**

Survey of family budget on any on income group and report writing (Minimum 10 families)

**Scheme of Marking For Practical Exams**

<b>Question No.</b>		<b>Marks</b>
1	<b>Prepare Chart / Posters / Folders / Scrap Book on (any 1)</b> 1. Types of Income 2. Sources of Family Income 3. Classification of Family Resource Management 4. Values 5. Standards 6. Factors Affecting Family Resource Management	15
2	Viva	05
3	Record Book	10
	Total	30

**B.A. Home Science Semester III**  
**Minor (Mn)-I**  
**Management Process**

**Total Credits-02**

**Total Contact Hours -30**

**Maximum Marks- 50( UA-30 + CA 20 )**

**Learning Objectives**

1. To make the students aware about the management process
2. To increase energy efficiency
3. To simplify method of money management
4. To increase management skill

**Course Outcomes (CO's)**

**After completion of course students will be able to**

1. Effectively plan daily and weekly schedules, enhancing productivity.
2. Demonstrate the ability to effectively manage time, money, and energy resources.

<b>Syllabus- Title: Management process</b>	<b>Total Hours: 30</b>
<b>Unit - I</b>	<b>15 Hrs.</b>
<b>Chapter -1. Management</b> Meaning, Concept, definitions Importance and of management Principles of Management	03
<b>Chapter -2 Economic Management</b> <b>A) Family Income :</b> Meaning, Concept, definition, Classification, Different sources, Factors affecting family income. <b>B) Budget Planning</b> Definition, Types, Characteristics of a good budget Preparation of budget Factors affecting the budget	07
<b>Chapter :- 3 Time Management</b> Introduction and importance of time management Time spent on various tasks Time demands between different stages of the family life cycle Useful techniques in time management Time Management Process :Planning, Controlling, Evaluation	05
<b>Unit II</b>	<b>15 Hrs.</b>
<b>Chapter- 4. Energy Management</b> Introduction and Importance of Energy Management Energy Management Process: Planning, Controlling, Evaluation Energy value of household chores Classification of housework according to energy expenditure Energy demand at different stages of the family life cycle Factors Affecting Energy Expenditure Base metabolism Fatigue Physical fatigue and mental fatigue	06
<b>Chapter –5 Program Management</b> Introduction and meaning	06

Concept of program management Organizing and implementing programs Types of programs Planning and management of events: Birthday, Engagement, Wedding, Marriage Anniversary College Gatherings, Seminars, Conference, etc.	
<b>Chapter -6 WorkSimplification</b> Definition, Importance, Principles, Simplification techniques	03

**\*CA- ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

**References/Books Recommended:**

12. Ghruyavavsthan Ani Gruhkala: Dr. Kshama Limaye.
13. Home Management in Indian Families ,Mann M.K.,Kalyani Publisers,Ludhiana.
14. Home Management,M.A,Varghise, N.N ,New age International (P)  
Limited,Publisher New Delhi.
15. Home Management (A text book of Home Science), Arya Publisher,House, Karol  
bagh Delhi.
16. Adhunik Ghruyavavsthan,Dr.Vairagade,, Smt. Priyamvada Lathkar, Smt.Muley  
Vidhya Books Publishers,Aurangabad.
17. Kautumbik Sansadhane Vyavasthapan ani gruhasajawche , Triveni  
Farkade,Sulbha Gonge, Pimpalapur And Company Publisher,Nagpur.
18. Gruhvavsthan-Manju Patni
19. Kautumbik Sadan Sampatiche Vyavasthapan Ani Ghrusajawat,Dr.Meena Kalele,  
Pimpalapur Publisher, Nagpur.
20. Ghruyavavsthan Avam Antarik Sajja-Dr.Gokula Bhalerao, Satyam  
Publishers,Shashtrinagar,Jaipur.
21. Pragat Ghruyavavsthan-Asha Nimkar Sahitya Prakashan Kendra, Nagpur.
22. Ghruyavavsthan-Sumati Kukade, Madhuri Ratnaparkhi, Geeta Sundresh, Nilkant  
Books,Pune.



**B.A. Home Science Semester III**  
**Minor (Mn)-2**  
**Extension Education**

**Total Credits-02**

**Total Contact Hours -30**

**Maximum Marks- 50( UA-30 + CA 20 )**

**Learning Objectives**

1. Understand the meaning, scope, and significance of extension education in Home Science.
2. Develop communication and leadership skills for effective outreach.
3. Apply extension methods to rural and urban development, especially related to family welfare, nutrition, health, and livelihood.
4. Plan and execute need-based extension programs in the community.

**Course Outcomes (CO's)**

**After completion of course students will be able to**

1. Define and explain the concept, scope, and objectives of extension education in Home Science.
2. Apply knowledge of extension principles and methods in field-based settings.
3. Demonstrate effective communication and leadership in group activities and community mobilization.
4. Design and participate in extension activities for community development.

<b>Syllabus- Title: Extension Education</b>	<b>Total Hours: 30</b>
<b>Unit - I</b>	<b>15 Hrs.</b>
<b>Chapter -1. Education</b> <ol style="list-style-type: none"> <li>1. Definition &amp; Concept</li> <li>2. Types of education</li> <li>3. Difference between Formal and Informal Education</li> </ol>	03
<b>Chapter -2 Extension Education</b> <ol style="list-style-type: none"> <li>1. Concept, meaning, need, importance</li> <li>2. History and philosophy of extension</li> <li>3. Scope of extension in Home Science</li> </ol>	07
<b>Chapter :- 3 Home Science Extension</b> <ol style="list-style-type: none"> <li>1. Philosophy and Objective</li> <li>2. Scope and Fields of Home science extension</li> <li>3. Role of Home science extension in the development of rural and urban areas.</li> </ol>	05
<b>Unit II</b>	<b>15 Hrs.</b>
<b>Chapter- 4. Methods of communication</b> <ol style="list-style-type: none"> <li>1. Individual- Interview, Personal consultation.</li> <li>2. Group-Role Play, Demonstration.</li> </ol>	06

3. Mass communication- Printing Material, Audio Visuals.	
4. Use & Importance of methods of communication in Home Science.	
<b>Chapter -5 Leadership</b> 1. Concept, importance and characteristics. 2. Qualities of Leader. 3. Functions of leadership in development. 4. Role of leadership in development of community.	06
<b>Chapter -6 Community development</b> 1. Importance, Principals and objectives. 2. Role of Government and NGO community Development 3. Rural Problems	03

**\*CA- ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

#### **References/Books Recommended:**

- 1) Chandra A. Shah & Joshi U-Fundamentals of Teaching Home Science, sterling Publishing New Delhi. 1989
- 2) Supe S.V.: An introduction of extension education: Oxford and IBH Publishing Co. 1999.
- 3) Devdas. R. P. Methods of Teaching Home Science: National Council of Educational Research and training, New Delhi, 1978
- 4) Singh K.-Rural Sociology Peakashan Kendra, Lucknow\_1985
- 5) Rathore O.S. Dhakar, S.D. Chauhan, M.S.Ohia S.V.:Handbook of Extension Education agro tech. Publishing Academy, Udaipur, 1999
- 6) Reddy A.A.: Extension Education, Shri Laxmi: Press 1971
- 7) Directorate of Extension, Extension Education in Community Development Group of India: 1968
- 8) Devdas R. P Nutrition and National Development Saradalaya Press 1980
- 9) Thimmainah G. (Ed.) - Studies in Rural Dev, Chugh Publishing, 1979
- 10) Ganguli, B. N. (ed.) Social Dev. New Delhi, Sterling Publishers, 1977
- 11) Kapur Pramila: The Changing roles & Status of Women: The Indian Family in the change and challenges of the seventies. Sterling Publisher, New Delhi - 1972
- 12) Pandav G. N. Complete Guide to successful Entrepreneurship.
- 13) Encyclopedia Britannica -2008 understanding Education :O.P. Dhiman
- 14) Principles of Educational system Extension communication;Dr. Prem Sunder
- 15) Rural Development Dr. I. Satya Sundaram
- 16) डॉ. सुरेंद्र कटारीया
- 17) भारत में ग्रामीण विकास ; सोपान वि. सुपे
- 18) विस्तार शिक्षण ; प्रा. बी.बी. हिजारे
- 19) सामुदायिक विकास विस्तारशिक्षण
- 20) सामुदायिक विकास, विस्तार शिक्षण व महिला सबलीकरण ; डॉ. उज्जुला वैरागडे, प्रा. विद्युलता मुंडे

**B.A. Home Science Semester III**  
**Generic / Open Elective (GE/OE-3 )**  
**Consumer Education**

**Total Credits-02**

**Total Contact Hours -30**

**Maximum Marks- 50 ( UA-30 + CA-20 )**

**Learning Objectives:**

1. To understand consumer rights and responsibilities
2. To Learn about Consumer problems
3. To understand protection rights and laws

**Course Outcome (CO)**

**After completion of course student will be able to:**

1. Have proper knowledge and information as regards the items/services needed in day-to-day life.
2. Make better use of their money thus improving the standard of living.
3. Make intelligent choices and be better prepared for everyday living.
4. Derive maximum satisfaction from the product or item or service used

<b>Syllabus-</b> <b>Title: Consumer education</b>	<b>Total Hours: 30</b>
<b>Unit- I</b>	<b>15 Hrs</b>
<b>Chapter - 1 Consumer education</b> a) Introduction, Concept, Definition b) Objectives and importance of Consumer education c) Role of consumer education d) Advantages of Consumer Education e) Consumer Decision Making Process	05
<b>Chapter- 2 Consumers Problems</b> Ignorance about the product, Variety of goods, Limitations or inability of sellers to guide, Changes in sales techniques, Economic instability, Carelessness in purchasing, Price Variation, Adulteration and Poor Quality, Non-availability, Improper copy of goods, Counterfeit goods, Defective Weights and Measures, Deceptive Trade Practices, Poor Consumer Guidance, Lack of Standardized Products, Lack of information, Fraud and exaggeration in advertising, Effective sales techniques, Service problems, Collective problems, Personal problems, Responsibilities and Duties of Consumer.	04
<b>Chapter- 3 Consumer Redressal</b> 1. Consumer Redressal, Redressal Mechanism for Consumer Protection, Redressal Mechanism Forums, Consumer Protection Council 2. Introduction to Laws For Consumer Protection : a) Food Agricultural Produce Act b) Drugs and Cosmetics Act c) Prevention of Food Adulteration Act d) Essential Commodities Act e) Monopolies and Restrictive Trade Practices f) Standards of Weights and Measures g) Act Fruit Product Order h) Consumer Protection Act 1986	06



i) Consumer Protection Act 2019 j) Bureau of Indian Standards k) Digital Marketing Act	
<b>Unit II</b>	<b>15</b>
<b>Chapter -4 Consumers Decision</b> 1.Different Aspects of Consumers Decision 2.Factors affecting consumers decision	04
<b>Chapter -5 Indian Standardization Marks:</b> a) History, Importance and products used for trade marks b) ISI Marks, AGMARK, FPO, Wool Mark, ECO Mark, FASSAI c) Labels , Packaging	05
<b>Chapter- 6 Consumer Responsibilities and Advertisements</b> 1.Consumer Responsibilities- Critical Thinking, Ethical Purchasing, Sustainable Consumption 2.Advertisements a) Advertisement Role In Consumer Decision-Making Process b) Advertisement Relation With Consumer Behavior c) Advertisement Effect On Consumer Behavior d) Types Of Advertisement; Informational Advertising & Transformational Advertising a) Advertisement Role In Problem Recognition	06

**\*CA- ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

#### References:

- Adhunik Ghruyavavsthan,Dr.Vairagade,, Smt. Priyamvada Lathkar, Smt.Muley Vidhya Books Publishers,Aurangabad
- ग्राहकसंरक्षणआणिव्यावसायिकनीतीमूल्यलेखकमिलिंदतायडेउमेशकुलकर्णीप्रकाशकडायमंड पब्लिकेशन्ससंरंगरावपाटीलप्रशांतपब्लिकेशन्सप्रतापनगरश्रीसंतज्ञानेश्वरमंदिररोडनूतनमराठा महाविद्यालयाजवळजळगाव 42 5001
- ग्राहकसंरक्षणकायदालेखकअरुणदेशमुखमनोरमाप्रकाशन
- ग्राहकसंरक्षणवशिक्षणप्रा. डॉ. संजयकसानप्रा. डॉ. प्रल्हादलढेडायमंडपब्लिकेशनऑनलाइन
- <https://mr.m.wikipedia.org/wiki/%E0%A4%97%E0%A5%8D%E0%A4%B0%E0%A4%BE%E0%A4%B9%E0%A4%95>
- <https://knowledgepanel.in/digital-marketing-kya-hai.html?amp=1>
- <https://digitalcatalyst-in.translate.google/blog/what-are-the-main-advantages-and-disadvantages-of-digital-marketing/? x tr sl=en& x tr tl=hi& x tr hl=hi& x tr pto=tc>

**B.A. Home Science Semester III**  
**VSC**  
**Floor Art ( Rangoli )**

**Total Credits-01**

**Total Contact Hours -15**

**Maximum Marks- 50( UA-30 + CA 20 )**

**Learning objectives-**

1. To make the students aware about cultural significance of Rangoli
2. To make the students identify different types of Rangoli
3. To make the students aware about different modern techniques of Rangoli

**Course Outcomes (CO's)**

**After completion of course student will be able to:**

1. Practice Professional Rangoli Making.
2. Understand various concepts of Rangoli Making with advanced techniques.
3. Gain the knowledge of various types of rangoli with different types of materials

<b>Syllabus- VSC Sem. -IIIrd</b>	<b>Total</b>
<b>Title: Floor Art (Rangoli)</b>	<b>Hours: 15</b>
<b>Unit- I</b>	<b>15 hrs</b>
<b>Chapter-1 Introduction to Rangoli</b> <ol style="list-style-type: none"> <li>1. History and Tradition of Rangoli</li> <li>2. Elements of Art in Rangoli</li> <li>3. Symbols of Rangoli</li> </ol>	03
<b>Chapter- 2 Types of Rangoli and Tools</b> <ol style="list-style-type: none"> <li>1. Dotted</li> <li>2. Sanskar Bharti</li> <li>3. Free hand</li> <li>4. Rangoli on and below Water</li> <li>5. Alpana</li> <li>6. Tools-Chalks, Thread, Pencil, Plate, Pen etc</li> </ol>	06
<b>Chapter-3 Material used other than Rangoli</b> <ol style="list-style-type: none"> <li>1. Grains</li> <li>2. Salt</li> <li>3. Flowers</li> <li>4. Dry Flowers &amp; Leaves</li> <li>5. Wooden rust</li> <li>6. Sand</li> <li>7. Marble chips</li> </ol>	06

**\*CA-( Theory) ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

**Books Recommended:**

- 1) Rangoli Indian Kolam Art
- 2)रांगोळीकलाआणिअविष्कार-सौजयश्रीमुकुंदजोशी
- 3) फ्रीहँडरंगीतरांगोळी
- 4) संस्कृतीचावारसारंगवली-प्राध्यापकसौप्रियवंदालाटकर

5) गालीच्यारंगीतरांगोळी-खुशीइंटरनॅशनलदिल्ली

6) शिवारांगोळीठिपके-प्रजेशकलानिकेतनदिल्लीमं

B) You Tube-

1. EasyRangoli designs with stencils/ Simple ways to make kolamRangoliSpecial -21 Nov 2017
2. How to make colorful rangoli using stencil- Rangoli colors & Designs by Keerthi-28-Oct 2019
3. How to make Stencil Rangoli -Crafts Aarti Gupta-4 Nov-2015
4. How to make Rangoli Stencil at home
5. Mima Easy Art Design 22 Oct -2018
6. Shilpas Creativity -15th June -2019
7. How to use Rangoli Stencils-JK Arts 773-you tube 10 Nov-2015
8. How to make unique Rangoli Design using Kitchen utencils, You Tube- Artkala, 02 Oct- 2017
9. How to make Ohp sheet Rangoli Designs



**B.A. Home Science Semester III**  
**VSC**

**Floor Art ( Rangoli ) (Practical)**

**Total Credits-01**

**Total Contact Hours -30**

**Maximum Marks- 50 ( ( UA-30 + IA 20 )**

<b>Syllabus- VSC Sem. -IIIrd</b>	<b>Total</b>
<b>Title: Floor Art (Rangoli)</b>	<b>Hours: 30</b>
<b>Practical : Floor Art (Rangoli)</b>	<b>30hrs</b>
<b>Chapter-1 Theme oriented Rangoli</b> 1. Marriage 2. Birthday 3. Flag hoisting 4. Festivals or event oriented ( Any one)	12
<b>Chapter-2 Ready to keep Rangoli (Any one)</b> a) Making Paper Stencil Rangoli Designs at Home b) Pattern /Cut out Making c) Ready to keep rangoli with artificial flowers and other decorative material	06
<b>Chapter-3 Rangoli using different materials (Any 4)</b> a) Betel nut (Supari) b) Ear buds c) Forks d) Earthen Lamps/Diya e) Mirror Pieces f) Preparation of Rangoli Patterns 6/8 Big Size & Small Size g) Indian Traditional Rangoli for different Culture i)Swastik ii) Gopadam etc. h) Pearls, bids etc.	12

**\*Assignment- ( Practical)( 20 marks)**

**Making of ready to keep rangoli . ( Any one)**

**Scheme of Marking For Practical Exams**

Question No.		Marks
1	Traditional Rangoli ( any one)	10
2	Modern Rangoli ( Any one)	10
3	Record Book	10
	Total	30

**B.A. Home Science Semester IV**  
**Discipline Specific Course (DSC- 9)**  
**( Major)**

**Textiles and Clothing ( Dyeing, Printing & Embroidery)**

**Total Credits-02**

**Total Contact Hours -30**

**Maximum Marks- 50 ( UA-30 + CA-20 )**

**Learning objectives-**

1. To impart knowledge about the dyes
2. To impart knowledge about printing
3. To enable students to develop skills in embroidery
4. To encourage entrepreneurship

**Course Outcomes (CO's)**

**After completion of course students will be able to**

1. Identify and differentiate between various types of dyes and their applications.
2. Apply different printing methods such as block, screen, and resist printing on fabrics.
3. Learn different techniques in creating embroidery patterns.

<b>Syllabus-</b>	<b>Contact Hours</b>
<b>Title: Textiles and Clothing ( Dyeing, Printing &amp; Embroidery)</b>	<b>30</b>
<b>Unit-1 Dyeing &amp; Printing</b>	<b>15</b>
<b>Chapter-1 Classification of Dyes</b> a. Natural- Plant, Animal, Minerals b. Synthetic Dyes- Acid, Direct , Basic, Mordant, Vat , Sulphur Azoic and Naphthol dyes	05
<b>Chapter-2 Dyeing Methods</b> a. Stock dyeing b. Top dyeing c. Yarn dyeing –Skein, Package, Warp beam, Space d. Piece dyeing- Union, cross, Jig, Pad, Winch, Beam, Jet.	05
<b>Chapter-3 Printing</b> a. Introduction b. Household printing Methods- i. Tie &Dye ii. Batik iii. Block iv. Screen printing	05
<b>Unit-2 Embroidery</b>	<b>15</b>
<b>Chapter-4 History and Rules of embroidery</b>	03
<b>Chapter-5- Material required for embroidery- Needle, Scissors, Ring, Carbon paper, Tracing paper, Thread , Cloth</b>	02
<b>Chapter-6</b> a. Selection of design- Floral, freehand, Nursery, Alphabet, Border b. Colour combination- Monochromatic, Dichromatic	10

,Multicolor, Homogeneous, Heterogeneous c. Threads- Cotton , Silk, Woolen, Metal d. Methods of tracing the design.	
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**\*CA- ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

**Books recommended**

- Household textile and laundry work – Durga Deulkar
- Known about fabric & their manufactures – K. Thomas
- Textile fibre- to fabric – Bernard P. Corbman
- Zarpkar's stitching& cutting – part I & II – Zarpkar , Navneet publication , Mumbai
- Vastrashastra chi sankalpana & fashion design – Dr. Vairagade , Dr. Agrawal - Vidhya book Publication, Aurangabad
- Vastrashastra chi multatve- Sau. Vanita kulkarni, Sau. Varsha Ghatpande – Chhaya book centre, Aurangabad
- Vastrashastra – prof. vimal adhau- vidhya books, Aurangabad
- Textile design - charu swami –new age international limited publishers-New Delhi
- Textile – HSC Maharashtra board standard XI & XII.
- Clothing & Textiles – Swati Bhargava - Shree niwas publications – Jaipur
- Practical clothing construction – part I & II, Mary Mathews, Encyclopedia of textiles.



**B.A. Home Science Semester IV**  
**Discipline Specific Course (DSC- 10 )**  
**( Major )**

**Human Development ( Beginning of new Life )**

**Total Credits-02**

**Total Contact Hours -30**

**Maximum Marks- 50 ( UA-30 + CA-20)**

**Learning objectives**

- 1.To study the meaning & scope of Human Development
- 2.To understand the importance of Prenatal Development
- 3.To know the problems of Pregnancy & infancy

**After completion of course students will be able to**

1. Understand stages and areas of development.
2. Understand various concepts of Child Development
3. Gain the knowledge of Reproductive system
4. Understanding prenatal development will help the students to understand pregnancy in a better way.

<b>Syllabus- DSC: 10</b>	<b>Total Hours:</b>
<b>Title: Human Development (Beginning of New Life)</b>	<b>30</b>
<b>Unit- I</b>	<b>15 hrs</b>
<b>Chapter-1Introduction to Human Development</b> a) Meaning Scope and Importance of <b>Human Development</b> b) Meaning & Concept of Growth and Development c) Difference between Growth and Development d) Principles of Growth and Development e) Stages of Development	05
<b>Chapter- 2Factors Affecting Growth and Development</b> a) Heredity and Environment b) Nutrition and Exercise c) Physical, Culture and Social Status	05
<b>Chapter-3The Life Span</b> a) Stages in life span b) Developmental tasks during the life span c) Happiness and Unhappiness during the Life Span	05
<b>Unit- II</b>	<b>15 hrs</b>
<b>Chapter-4How the life begins</b> a) Male & Female Reproductive System; parts and functions b) Menstruation Process and health and hygiene during menstruation c) Conception, Maturation, Ovulation	06
<b>Chapter-5Fertilization</b> a) Pre-preparation of parenthood b) Process of fertilization c) Modern techniques of fertilization viz. IVF	04
<b>Chapter-6Prenatal Development</b> a) Characteristics of Prenatal Development b) Period of Prenatal Development c) Types of Birth	05

**\*CA- ( Theory) ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

**Books Recommended:**

1. Hurlok E. E. , 'Child Development and Growth- Edition', Mac Growth hills Publications
2. Dr B.K. Pal , Yashika Bhutani **Child Development Unknown Binding – 1 Paragon International Publishers**
3. **Date and Akhani, 'Child Development', Kitab Mahal**
4. P K PANDA, 'Child Development' Available on Amazon
5. Miriam Stoppard, 'Conception, Pregnancy & Birth: The Childbirth Bible for Today's Parents' D. K. Publications
6. Rajammal p Devdas and N. Jay, 'A text book on, Child development'
7. प्रप्रेमवजालाटकर, 'मातृकलावबालविकास' विद्याबुकपब्लिशर्सऔरंगाबाद
8. कांडलकरलीना, 'मानवविकास' विद्याप्रकाशननागपूर
9. Rujuta Diwekar, 'Pregnancy Notes Before, During and After (Marathi)' Ameya Inspiring Books
10. Heidi Murkoff and Sharon Mazel, आईहोतानाकायकराल' Available on Amazon

**B.A. Home Science Semester IV**  
**Discipline Specific Course (DSC-11 )**  
**( Major )**

**Practical - Textiles and Clothing ( Dyeing, Printing & Embroidery)**

**Total Credits-02**

**Total Contact Hours -60**

**Maximum Marks- 50 ( UA-30 + IA-20 )**

<b>Practical –Textiles and Clothing</b>	<b>Total Hours 60</b>
<b>Chapter-1 Embroidery ( Any Five)</b> <ol style="list-style-type: none"> <li>1. Stem Stitch</li> <li>2. Back Stitch</li> <li>3. Running Stitch</li> <li>4. Chain stitch</li> <li>5. Lazy Dazy Stitch</li> <li>6. Satin Stitch</li> <li>7. Buttonhole Stitch</li> <li>8. Long and Short Stitch</li> <li>9. Cut work</li> <li>10. Applique work</li> <li>11. Mirror work</li> <li>12. French Knot Stitch</li> </ol>	30
<b>Chapter-2 Printing</b> <ol style="list-style-type: none"> <li>1. Bandhani- ( Any Five)               <ol style="list-style-type: none"> <li>i. Marble</li> <li>ii. Twist</li> <li>iii. Object</li> <li>iv. Point</li> <li>v. Spider web</li> <li>vi. Lehria</li> <li>vii. Chevron</li> </ol> </li> <li>2. Block printing.</li> </ol>	30

**Assignment- ( 20 marks)**

Making of Table Mats/ Dupatta/ Frame Making / cushion covers using embroidery or printing techniques.

**Scheme of Marking For Practical Exams**

Question No.		Marks
1	Embroidery sample using any two stitches	10
2	Bandhani / Block printing Sample	10
3	Record Book	10



Total	30
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**B.A. Home Science Semester IV**  
**Discipline Specific Course (DSC- 11)**  
**( Major )**  
**Practical –Human development**

**Total Credits-02**

**Total Contact Hours -60**

**Maximum Marks- 50 (UA-30+IA-20 )**

<b>Practical: DSC-12 Human Development (Beginning of New Life)</b>	<b>60 hrs</b>
<b>Chapter-1 Prepare Chart / Poster / Album / Folder/ Scrap Book on (Any Four)</b> <ol style="list-style-type: none"> <li>1. Stages of Development</li> <li>2. Male &amp; Female Reproductive System</li> <li>3. Phases of Menstruation (Follicular phase, Ovulation and Luteal Phase)</li> <li>4. Fertilization</li> <li>5. Hereditary endowment</li> <li>6. Process of Conception</li> <li>7. Accepting Parenthood</li> <li>8. Healthy parenting tips</li> </ol>	20
<b>Chapter-2 Organize Group Discussion / Student Seminar on Factors Affecting Growth and Development (any 4)</b> <ol style="list-style-type: none"> <li>1. Heredity and Environment</li> <li>2. Maturity and Learning</li> <li>3. Nutrition and Exercise</li> <li>4. Endocrine Glands</li> <li>5. Physical and Mental Well-being</li> <li>6. Gender &amp; Education</li> <li>7. Family Culture and Social Status</li> </ol>	20
<b>Chapter-3 Visit to Gynecologist Hospital and prepare a report on;</b> In Vitro Fertilization (IVF)OR Case Study of a girl about Knowledge, Awareness and Experiences regarding Menstruation.	20

**Assignment- ( 20 marks)**

Case Study of a girl about Knowledge, Awareness and Experiences regarding Menstruation and report writing ( Minimum 10)

**Scheme of Marking For Practical Exams**

Question No.		Marks
1	<b>Prepare teaching aids (Any one)</b> <ol style="list-style-type: none"> <li>1. Stages of Development</li> <li>2. Male &amp; Female Reproductive System</li> <li>3. Phases of Menstruation (Follicular phase, Ovulation and Luteal Phase)</li> <li>4. Fertilization</li> <li>5. Hereditary endowment</li> <li>6. Process of Conception</li> <li>7. Accepting Parenthood</li> <li>8. Healthy parenting tips</li> </ol>	15
2	Viva	05
3	Record Book	10

	Total	30
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**B.A. Home Science Semester IV**  
**Minor (Mn)-3**  
**Clothing Management**

**Total Credits-02**

**Total Contact Hours -30**

**Maximum Marks- 50( UA 30 + CA 20 )**

**Learning Objectives**

1. To understanding clothing Needs
2. To impart knowledge about wardrobe planning
3. To impart knowledge regarding selection of cloth for different age groups
4. To aware about clothing care & storage Technique

**Course Outcomes (CO's)**

**After completion of course students will be able to**

1. Identify the impact of age, gender, climate and lifestyle on clothing choices.
2. Apply effective wardrobe planning techniques based on individual needs and preferences.

<b>Syllabus-</b>	<b>Total</b>
<b>Title: Clothing Management</b>	<b>Hours: 30</b>
<b>Unit- I</b>	<b>15 Hrs.</b>
<b>Chapter 1 –Clothing Management</b>	
1. Introduction to Clothing Management	05
2. Importance of Clothing, Psychological Aspects Of Clothing, Wardrobe Planning	
<b>Chapter- 2 Clothing Requirements For Different Age Groups</b>	
Infancy, Toddler, Preschool Children, School Going Children, Teenage, Adult Age and Old Age	07
<b>Chapter- 3</b>	
Factors In Influencing Selection of Clothing	03
<b>Unit II</b>	<b>15</b>
<b>Chapter -4 Care and storage of different clothes.</b>	
1. Cotton	05
2. Silk	
3. Wool	
4. Synthetic	
<b>Chapter -5 Renovation of clothes</b>	
1. Darning	05
2. Patch Work	
<b>Chapter- 6 Stain Removal</b>	
1. Classification of stains	05
2. General principals of Stain removal	
3. Removal of unknown stains.	

**\*CA- ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

**B.A. Home Science Semester IV**  
**Minor (Mn)-4**  
**Parenting and Child Issues**

**Total Credits-02**

**Total Contact Hours -30**

**Maximum Marks- 50( UA-30 + CA 20 )**

**Course Objectives:**

- 1) To make students aware of parent child relationship
- 2) To learn about child rearing practices
- 3) To understand behavioral problems of children
- 4) To learn about factors contributing for Juvenile delinquency and its impact on society
- 5) To understand because it's so child labour and child marriage as a major social problem

**Course Outcomes:**

**After completion of course student will be able to:**

1. Develop skills for fostering healthy parent - child relationships.
2. Develop the ability to identify common behavioral problems, understand their potential causes and learn effective strategies for management and intervention.
3. Understand the causes, legal frameworks, and societal responses to juvenile crime
4. Classify where, when, why, how, and in what conditions children are forced to work and child marriage are enforced.

<b>Title- Parenting and Child Issues</b>	<b>Total Hours -30</b>
<b>Chapter 1 – Parenting</b> 1. Definition and types of parent child relationship- Secure, Avoidant , Ambivalent and Disorganized relationships. 2. Factors effecting parent child relationship a. Child Characteristics- Temperament, Age and Developmental Stage, Health and Special Needs, Gender b. Family Factors- Family Structure, Parental Mental Health, Marital Satisfaction, Financial Stress, Family Violence c. Social and Cultural Factors: Cultural Norms, Socioeconomic Status, Community Support, Educational Opportunities d. Other Influences: Peer Relationships, Trauma and Adversity, Technology and Media:	05
<b>Chapter -2 Child Rearing Practices</b> Parenting Style and Parenting Dimensions a) Authoritarian b) Authoritative Style c) Permissive Style d) Uninvolved Style e) The Impact of Parenting Style	05
<b>Chapter- 3 Behavioral problems of children</b> Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Anxiety, Temper tantrums, Aggression, Autism, Disruptive behavior, Learning disability, eating disorders, Sleep Problems,	05
<b>Chapter – 4 Juvenile Delinquency</b> a) <b>Definition, Meaning And Concept Of Juvenile Delinquency</b>	04



<p>b) <b>Contributing Factors</b>-Family environment, Peer influence, School, Gender, Neurological, Psychological, Social disorganization, Rational choice, Social control, Social media</p> <p>c) <b>Types of juvenile delinquency</b>-Individual, Group-Supported, Organized, And Situational Delinquency</p> <p>d) <b>Juvenile Delinquency Prevention</b>-Role of Parents, School and Society. Implementation of Juvenile Laws. Re-socialization-rehabilitation of former convicts</p>	
<p><b>Chapter – 5 Counseling</b></p> <p>a) Definition, features, and scope of counseling</p> <p>b) <b>Counseling Skills:</b> Communication Skills, Diagnostic Skills, Motivational Skills.</p> <p>c) <b>Counseling Format:</b> Individual Counseling, Group Counseling, Online Counseling</p> <p>d) <b>Specific Counseling</b> Substance Abuse Counseling Rehabilitation Counseling School and Career Counseling Mental Health Counseling</p>	04
<p><b>Chapter – 6 Child labor and Child Marriage</b></p> <p>a) <b>Definition, Meaning And Concept Of Child Labor</b></p> <p>b) <b>Causes of Child Labour</b>-Poverty, Lack of Education, Family Size, unemployment, Parent Education, Cultural norms, Lack of Enforcement of Laws, Conflicts &amp; Mass Migration, Gender Disparities, Natural Disasters &amp; Climate Change, Demand for Cheap Labor</p> <p>c) <b>Preventive Measures:</b> Advocacy and Policy Change, Awareness Campaigns, Support for Education, Livelihood Opportunities, Gender Equality, Legal Advocacy</p> <p>d) <b>Definition and History of Child Marriage</b></p> <p>e) <b>Causes of Child Marriage:</b> Poverty, Dowry, Lack of Education, Traditional Beliefs, Gender Discrimination, Lack of enforcement of laws, Health concerns, Cultural norms, Lack of opportunities</p> <p>f) <b>Preventive Measures:</b> Advocacy and Policy Change, Awareness Campaigns, Support for Education, Livelihood Opportunities, Gender Equality, Legal Advocacy</p>	07

**\*CA- ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

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- Hurlock, E .B . ( 1972 ) : child development, Tata , McGraw Hill, Delhi .
- Elizabeth & Hurlock: Child Development, 5th edition, Megraw Hill Kogasha Ltd
- Hardcover, B. Suresh Lal, G. Kavitha (2017): Economic of Child Marriage in India :Issues and Challenges :1st Edition Adhyayan Publishers and Distributors.
- Ahuja, Ram (1992) -Social Problems in India, Rawat Publications, Delhi.
- Clinard. M.B (1974). -Sociology of Devient Behaviour,
- Dennis E. Poplin (1978) -Social Problemis,Elliott Mabel A. and Merrill Franocis E.- Social Disorganisation

8. Ghosh(1961), Harper and Brother Publishers, Newyork,Biswanath-Conemporary social Problems in India.
  9. Warsley P.(1972)-Problems of modern soclcty.
  10. Neukrug, E. (2011). The world of the counselor: An Introduction to the counseling profession. Nelson Education.
  11. Nelson-Jones, R. (1991). The theory and practice of counseling psychology. London: Holt, Rinehart & Winston Ltd.
  12. Dryden, W. (ed.) (1990). Individual therapy: A handbook. Millon Keynes: Open University Press
  13. Cochran, J. L., & Cochran, N. H. (2015). The heart of counseling: Counseling skills through therapeutic relationships (2nd ed.). Routledge.
  14. Martin, D. G. (2000). Counseling and therapy skills (2nd ed.). Prospect Heights,IL: Waveland Press
  15. Nelson-Jones, R. (2015). Basic counseling skills: A helper's manual (4th Ed.).SAGE Publications.
  16. डॉ. नलिनी वराडपांडे : बालविकास , पिंपळापुरे □ण्ड कं नागपुर
  17. प्रा. सौ ज्योती गायकवाड : बालविकास शास्त्र , श्री मंगेश प्रकाशन , नागपूर
  18. लीला अल्वारिस : मुले व गुन्हेगारी , श्री विद्या प्रकाशन , शनिवार पेठ, पुणे
  19. प्रा. त्रिवेणी शा. फरकाडे , सौ सुलभा गोंगे : बालविकासाची मुलतत्वे, पिंपळापुरे □ण्ड कं. पब्लिशर्स
  20. सौ .लिना कांडलकर : मानव विकास , विद्या प्रकाशन ,नागपूर
  21. डॉ रा र. वोरुडे , डॉ. सौ मेधा कुमठेकर, डॉ. भरत देसाई , सौ. शीला गोळविलकर : वैकासिक मानसशास्त्र , विद्याथीगृह प्रकाशन पुणे
  22. प्रा.प्रियवंदा श. लाटकर ( जून 2008 ) : मातृकला व बालविकास : विद्या बुक्स पब्लिशर्स, औरंगपुरा , औरंगाबाद .
  23. डॉ. इंदिरा भा. खडसे ( 2003) : बालविकास शास्त्र; हिमालया पब्लिशिंग हाऊस, गिरगाव, मुंबई
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  25. <https://drsagnikmukherjee.com/blog/parent-child-realtionship/>
  26. <https://iiit.org/wp-content/uploads/Parent-Child-Relations-A-Guide-to-Raising-Children-Revised-Edition-2024.pdf>
  27. <https://www.healthline.com/health/childrens-health/odd-in-children#symptoms>
  28. <https://www.medicalnewstoday.com/articles/behavioral-disorders-in-children#diagnosis>
  29. <https://www.impactlaw.com/criminal-law/juvenile/prevention/>
  30. <https://www.legalserviceindia.com/legal/article-8150-juvenile-delinquency-in-india-causes-and-prevention.html>
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  32. <https://www.penalreform.org/blog/juvenile-delinquency-causes-prevention-and-the-ways-of/>
  33. डॉ प्रदीप आगलावे ( २००१ ) : आधुनिक भारतातील सामाजिक समस्या; विद्या प्रकाशन, नागपूर.
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  35. <https://www.edumilestones.com/blog/details/what-is-counselling-definition-types-process>
  36. <https://www.caluniv.ac.in/academic/Education/Study/Techniques.pdf>
  37. <https://www.theknowledgeacademy.com/blog/types-of-counselling/>
  38. <https://www.cry.org/blog/causes-of-child-labour-in-india/>
  39. <https://www.eclt.org/en/news/child-labour-causes>
  40. <https://testbook.com/ias-preparation/child-marriage-in-india>
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**B.A. Home Science Semester IV**  
**Generic / open Elective GE/ OE-4**  
**Community Nutrition**

**Total Credits-02**

**Total Contact Hours -30**

**Maximum Marks- 50 (UA 30 + IA 20 )**

**Learning objectives-**

1. To Understand nutritional principal
2. To create awareness about public health and policy
3. To learn about nutritional assessment method

**Course Outcomes (CO's)**

**After completion of course students will be able to**

1. To plan & prepare the foods for specific disorder.
2. Make society aware about balanced diet .
3. Become aware about various issues related to health and nutritional
4. Apply the knowledge of community Nutrition in society
5. Aquire knowledge about methods of community Nutrition.

<b>Syllabus course –</b>	<b>Total Hours -30</b>
<b>Sem. IV Title- Community Nutrition</b>	<b>15</b>
<b>Unit - I</b>	
<b>Chapter -1 Community Nutrition</b>	
a) Community Nutrition meaning & Scope	04
b) Importance of Community Nutrition	
<b>Chapter -2 Community Nutrition Approach</b>	
a) Population Approach	05
b) Nutrition Surveillance	
c) Implementation and evaluation of dietary recommendation and goals.	
<b>Chapter -3 Ecology of Malnutrition</b>	
Nutrition and Infection, Nutritional disorders: Anemia, Vitamin A	06
Deficiency, Iodine Deficiency Disorders	
<b>Unit II</b>	<b>15</b>
<b>Chapter -4Prevalence of Malnutrition in India:</b>	05
Common nutritional problems-prevalence, morbidity and mortality rate.	
<b>Chapter – 5 Direct and Indirect Methods of Nutritional Assessment-</b>	05
Clinical examination, nutritional anthropometry, biochemical methods, diet survey.	
<b>Chapter – 6 Introduction to;</b>	05
National Organizations Concerned with Food and Nutrition- ICMR, NIN, FAO, CHEB, AFPRO,	

**\*CA- ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion



**B.A. Home Science Semester III**  
**SEC**

**Warli Painting Art**

**Total Credits-01**

**Total Contact Hours -15**

**Maximum Marks- 50 ( UA 30 +CA 20 )**

**Learning objectives-**

1. To Learn about Eco -friendly Art
2. To understand tribal culture of Warli Art
3. To learn Techniques and materials used in Warli Art

**Course Outcomes (CO's)**

After completion of course student will be able to

1. Gain the knowledge of traditional Artifacts
2. Preserve Indian Heritage
3. Develop Entrepreneur skills

<b>Syllabus- SEC</b>	<b>Total</b>
<b>Title: Warli Painting</b>	<b>Hours: 15</b>
<b>Unit - 1</b>	<b>15 hrs</b>
<b>Chapter-1 Warli Painting</b> Origin and History of Warli Painting a) Tradition b) Basics of Warli Painting	05
<b>Chapter- 2 Elements and Symbolism</b> a) Elements of Art in Warli Painting b) Symbolism in warli Art c) Motifs in Warli Art	05
<b>Chapter-3 Tools and Painting Techniques</b> a) Traditional tools: Rice paste, Bamboo Sticks and Natural Dyes etc. b) Modern tools: Colors, brush, Sloth, Earthen Pot, Walls, Plywood etc c) Painting Techniques	05

**\*CA- ( 20 marks)**

Test/ Tutorial/ Student Seminar/ Group Discussion

**Books Recommended:-**

**Sources and Links**

1. <https://www.dsource.in/resource/documentation-warli-art/introduction>
2. <https://openart.in/history/tales-folk-west-warli-painting/>
3. <https://www.dsource.in/resource/documentation-warli-art/place>
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7. <https://mediaindia.eu/culture/warli-art-journey-from-walls-of-tribal-homes-to-household-goods/>
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9. <https://artsandculture.google.com/asset/untitled-warli-tribe/QAEoPWakUF9xfg?hl=en>
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11. <https://www.homesciencejournal.com/archives/2017/vol3issue3/PartF/3-3-70-220.pdf>
12. <https://www.dsource.in/resource/documentation-warli-art/warli-paintings>

**B.A. Home Science Semester III**  
**SEC**  
**Warli Painting Art ( Practical )**

**Total Credits-01**

**Total Contact Hours -30**

**Maximum Marks- 50 ( UA 30 +CA 20 )**

<b>Syllabus- SEC Practical</b>	<b>Total</b>
<b>Title: Warli Painting Practical</b>	<b>Hours: 30</b>
<b>Unit- I</b>	<b>30</b>
<b>Chapter-1 Basics of Warli Painting</b> Motifs by using simple lines, triangles, squares, circles and dots. Different Symbols in Warli	06
<b>Chapter-2 Painting Warli Motifs</b> Dev Chowk, Human Figures, Birds and Animals, Tarpa Dance, Kanna, Muthi	12
<b>Chapter-3</b> <b>Drawing of Thematic Motifs</b> Village Life, Marriage Ceremony, Farming, Hunting	12

**Assignment- ( 20 marks)**

**Painting Warli Motifs on Fabric, Ceramic pot, Greeting Cards, Plywood etc. Using Thematic Motifs ( Any one )**

**Scheme of Marking For Practical Exams**

Question No.		Marks
1	Warli Motif ( any two)	10
2	Thematic motif ( any one)	10
3	Record Book	10
	Total	30